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ABSTRACT

These guidelines for physical education accreditation were field tested and modified to meet new National Council for the Accreditation of Teacher Education (NCATE) standards. The purpose of the first section of this guidebook is to provide specific process and content information regarding the history of the project, an overview of the guidelines, the curriculum portfolio, the NCATE reader, the adjudication committee, and a synopsis of the evaluation process from submittal to approval. The guidelines for the undergraduate preparation of teachers of physical education are included in chapter one. In-depth coverage is provided to the curriculum portfolio in chapter two. Chapter three presents recommended guidelines for faculty, students, resources and facilities, and evaluation. Chapter four defines and describes the role of the Physical Education Reader in the NCATE accreditation process. Chapter five outlines procedures to be followed for adjudicating and scoring the portfolio by the National Association for Sport and Physical Education adjudication Committee. In the second section, standards are outlined for master's and doctoral degree programs. The final section presents matrices that are used to describe the requirements of the programs that comply with the American Alliance for Health, Physical Education, Recreation and Dance guidelines. (JD)

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NCATE/NASPE PHYSICAL EDUCATION GUIDELINES

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2nd Edition

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Includes:

- Basic (Undergraduate) and Advanced (Graduate) Standards
- Instructions for Preparing Folios

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NCATE/NASPE PHYSICAL EDUCATION GUIDELINES

An Instructional Manual
2nd Edition

SPONSORED BY THE NATIONAL ASSOCIATION FOR SPORT AND PHYSICAL EDUCATION

AN ASSOCIATION OF THE AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE

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American Alliance for Health, Physical
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Purposes of the American Alliance For Health, Physical Education, Recreation and Dance

The American Alliance is an educational organization, structured for the purposes of supporting, encouraging, and providing assistance to member groups and their personnel throughout the nation as they seek to initiate, develop, and conduct programs in health, leisure, and movement-related activities for the enrichment of human life.

Alliance objectives include:

1. Professional growth and development—to support, encourage, and provide guidance in the development and conduct of programs in health, leisure, and movement-related activities which are based on the needs, interests, and inherent capacities of the individual in today's society.
2. Communication—to facilitate public and professional understanding and appreciation of the importance and value of health, leisure, and movement-related activities as they contribute toward human well-being.
3. Research—to encourage and facilitate research which will enrich the depth and scope of health, leisure, and movement-related activities; and to disseminate the findings to the profession and other interested and concerned publics.
4. Standards and guidelines—to further the continuous development and evaluation of standards within the profession for personnel and programs in health, leisure, and movement-related activities.
5. Public affairs—to coordinate and administer a planned program of professional, public, and governmental relations that will improve education in areas of health, leisure, and movement-related activities.
6. To conduct such other activities as shall be approved by the Board of Governors and the Alliance Assembly, provided that the Alliance shall not engage in any activity which would be inconsistent with the status of an educational and charitable organization as defined in Section 501(c)(3) of the Internal Revenue Code of 1954 or any successor provision thereto, and none of the said purposes shall at any time be deemed or construed to be purposes other than the public benefit purposes and objectives consistent with such educational and charitable status. *Bylaws, Article III*

PREFACE

The National Council for the Accreditation of Teacher Education (NCATE) invited its affiliate learned society members in the various subject matter areas to participate in the accreditation process. The American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), the learned society for physical education and a member of NCATE, enthusiastically responded to this invitation. AAHPERD designated the National Association for Sport and Physical Education (NASPE), through its College and University Physical Education Council (CUPEC), to oversee the NCATE physical education accreditation process.

Through task forces generated by CUPEC, Advanced (graduate) and Basic (undergraduate) Guidelines were generated. These Guidelines were circulated widely throughout the physical education profession via Update, direct mailings to institutions, and open forums at several AAHPERD national conventions. The Guidelines were also field tested at specific institutions, and, in all cases, modifications were made accordingly. Eventually, each set of Guidelines was approved by the NASPE Delegate Assembly, the Advanced Guidelines in 1983 and the Basic Guidelines in 1985. In the spring of 1989, the Advanced level completed a formal five-year review, and revisions were approved by NCATE and the NASPE cabinet. The Basic Guidelines will be subject to this review process in the fall of 1991.

The NASPE/NCATE accreditation process was established by public school, college, and university physical education professionals. Members of NASPE had opportunity for input into the Guidelines

through various AAHPERD channels, and the Guidelines received formal approval by the NASPE Delegate Assembly. In addition, all physical education folios are evaluated and scored by professional physical educators. Receiving NCATE/NASPE accreditation is a mark of distinction. To receive this distinction, a program has been reviewed by professional peers and met the very high standard of quality set by leaders in the field of professional preparation.

Since the entire process is relatively new for both the Basic and Advanced levels, continued development has occurred to improve the reporting forms, the procedures for evaluating folios, and communication with institutions concerning the information to be provided. This second edition of NCATE/NASPE Physical Education Guidelines: An Instructional Manual, provides the most recent explanation and examples of information needed for completion of the NCATE/NASPE Basic and Advanced physical education accreditation review.

Dean A. Pease

P. Stanley Brassie

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SECTION ONE

BASIC/UNDERGRADUATE PROGRAM LEVEL

January 1987

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Revised May 1989

Dean A. Pease

INTRODUCTION

Significant changes have been made by the National Council for the Accreditation of Teacher Education (NCATE) with respect to the content, i.e., the specialty studies component, and to the process for evaluation of the accreditation guidelines. Appropriately, NCATE invited its learned societies in the subject matter areas to develop their content and evaluative process. The American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), the learned society for physical education and a member of NCATE, responded to this opportunity. AAHPERD designated the National Association for Sport and Physical Education (NASPE) and its College and University Physical Education Council (CUPEC) as the representative body to be responsible for this project.

Throughout the development of the content (hereafter referred to as guidelines) and process for evaluation, the CUPEC-appointed task force endeavored to keep the AAHPERD membership informed and to solicit its input. Consequently, the profession and NCATE-affiliated institutions have become increasingly aware of the guidelines and, to a lesser degree, the process. The purpose of this section of the instructional manual is to continue the dissemination of this information by providing specific process and content information related to an NCATE evaluation of basic physical education teacher education programs. This information will be advantageous to all teacher educators in physical education and particularly to those individuals at institutions scheduled for an NCATE accreditation visit in 1989 and thereafter. Brief discussion follows regarding the history of the project, an overview of the guidelines, the curriculum portfolio, the reader, the adjudication committee, and a synopsis of the evaluation process from submittal to approval. The guidelines for the undergraduate preparation of teachers of physical education are included in Chapter 1. In-depth coverage is provided

for the curriculum portfolio (Chapter 2), the recommended guidelines for faculty, students, resources and facilities, and evaluation (Chapter 3), the reader (Chapter 4), and the adjudication committee (Chapter 5).

History of the Project

In 1983, the CUPEC task force consisting of elementary, secondary, and collegiate physical education teachers and teacher educators began to develop guidelines appropriate to the specialty studies component for undergraduate physical education teacher education programs. These guidelines were presented to the profession at several national, district, and state conferences and in the Spring, 1984, a working copy of an instructional manual for reporting institutions and readers was developed. The guidelines and the manual were then field tested at James Madison University. In November, 1984, the task force finalized the guidelines and approved the evaluative process as contained in the instructional manual. The guidelines were approved by the NASPE Delegate Assembly at the 1985 AAHPERD National Convention. They were approved by NCATE in March, 1986, and became effective in September, 1987.

Overview of the Guidelines

The foremost concern of the task force was the development of a conceptual framework that represented the specific preparation of physical education teachers. A framework was sought that would reflect the state of the art in terms of teacher preparation in physical education, be soundly based in the literature concerning teacher education in physical education, and be acceptable to a majority of the teacher education professionals in physical education. The framework that evolved from these considerations was relatively simple. It was decided that teacher education in physical education has three interrelated components. These are the study of physical education teaching

specialty, physical education as a profession, and pedagogical elements of physical education.

Utilizing this conceptual framework, a set of generalized guidelines were developed to be used by teacher preparatory institutions for developing and upgrading their programs. This generalized approach was considered more desirable than a more definitive, restrictive singular model for teacher preparation. While all members of the task force had very specific ideas about how physical education teachers should be prepared, it was recognized that each of these models was highly idiosyncratic and none was representative of the entire profession. After considerable discussion, guidelines were developed to permit each institution preparing physical education teachers to make critical decisions about the departmental focus as well as the specific competencies the department desired of its product.

The task force did, however, mandate that each department state the competencies desired of its students upon graduation and define the strategy to be utilized in providing educational experiences for students so that these competencies might be acquired. In addition, and possibly most significant, was the mandate that all departments be able to provide evidence that their graduates possess the competencies upon graduation.

Curriculum Portfolio

A curriculum portfolio will be prepared by members of the institution's physical education teacher education program. This portfolio will demonstrate the manner in which the institution addresses each of the 23 guidelines.

The curriculum portfolio will include cover pages, i.e., listing of courses required to meet the guidelines, course outlines for each course listed on the cover pages, and a matrix. The matrix is the most critical aspect in that it identifies the program competencies, the educational opportunities to acquire

these competencies, and the assessment of these competencies relative to their learning outcomes.

NCATE Reader

A significant revision in the NCATE accreditation procedure is the inclusion of subject matter readers to review portfolios prepared for evaluation by the institution being evaluated. Historically, NCATE was criticized for its failure to have subject matter members on the on-site visitation team. NCATE defended this position by stating it was impractical to represent every subject area preparing teachers on every visitation team. In the future, this criticism will be minimized inasmuch as every NCATE on-site visit will be preceded by an evaluation by certified readers in the subject matter. The review will take place at the home locality of the readers, and the information generated by the readers will be transmitted systematically to the NASPE Basic Adjudication Committee for its consideration and ultimate recommendation to NCATE. While this process may not completely rectify the problem of not having a discipline-specific professional assigned to an on-site accreditation team, it does ensure that a specialist will be involved in every NCATE accreditation evaluation. It also should affirm that the specialty studies guidelines have been adequately met.

To be selected by NASPE as a certified reader, it will be necessary for those interested professionals engaged in teacher preparation to attend a reader workshop and to submit their curriculum vita to NASPE, Attention: NCATE Basic Physical Education Coordinator.

The purpose of the reader is to determine if: (1) the delineated competencies satisfy the intent of the specialty guidelines, (2) the educational opportunities provided enhance the acquisition of the delineated competencies, (3) the process of evaluating student attainment of the competencies is well

described and valid, and (4) the evidence provided, i.e., the results of the evaluation, adequately reflects the satisfactory attainment of each delineated competency.

NASPE Adjudication Committee

A number of certified readers will be appointed by NASPE to serve as the Adjudication Committee. NASPE will also appoint a member of the committee to coordinate all NCATE evaluations. The coordinator will be responsible for selecting the three readers as well as a member of the Adjudication Committee for each institutional evaluation.

When each reader has completed the evaluation of the institution's curriculum portfolio, a written review will be submitted to the designated NASPE folio coordinator. When all of the three reviews have been received, the folio coordinator will send these responses to the designated member of the adjudication committee for review. An extensive written response indicating the results of the review, i.e., compliance or non-compliance, will be prepared by this individual and then returned to the folio coordianator. After a final review, the folio coordinator will submit the report to NCATE.

Process from Submittal to Approval

To assist institutions who are currently planning for an on-site evaluation by NCATE in 1989, or thereafter, the following step by step procedures with explanatory information are offered:

Step 1 - All undergraduate physical education teacher education administration and faculty at the institutional level should become familiar with the approved NCATE basic physical education guidelines. It is imperative that this be done a minimum of three years in advance of a scheduled on-site visit.

Step 2 - The total program should be evaluated immediately to determine the extent to which the present program meets the new NCATE guidelines and process.

Step 3 - All course outlines (syllabi) should be reviewed to ensure that (1) specific program competencies have been identified, (2) learning experiences have been designed, and (3) the method of evaluation for each competency and the minimum performance level have been determined.

Step 4 - Faculty should immediately begin collecting student performance data to be able to substantiate that competencies have been met. Data must be collected for a minimum of one year prior to submittal of the curriculum portfolio.

Step 5 - Members of the physical education teacher education program should prepare the curriculum portfolio according to the directions and format provided in this instructional manual (see Chapter 2). This portfolio must be submitted to NCATE as a part of the institution's pre-condition report a minimum of 18 months prior to the anticipated on-site evaluation date.

Step 6 - Five copies of the curriculum portfolio for physical education will be submitted to NCATE. These portfolios will be forwarded to NASPE where they will be distributed to three NASPE certified readers. Readers will complete their review in accordance with the procedures delineated in the instructions for the physical education reader (Chapter 4).

Step 7 - The readers will return their institutional review to the designated NASPE folio coordinator. These reviews will then be forwarded to a member of the NASPE Adjudication Committee. This individual will

compile the information from the readers into a final report. This report will indicate the results of the review.

Step 8 - In the event the recommendation in Step 7 is unfavorable, NCATE will advise the institution that it can file a rejoinder. This will include providing documented evidence to correct or refute negative citations by the Adjudication Committee. Five copies of this report will be sent to NCATE where they will be forwarded to NASPE for another review.

Step 9 - If the second review, Step 8, remains unfavorable, the institution will again be notified in writing. The institution may then submit revisions or modifications of the rejoinder as before in order to continue to seek compliance. The process may continue as long as there is progress toward satisfaction of the guidelines.

In the chapters to follow, physical education teacher educators will become familiar with the process and content associated with an NCATE review of undergraduate physical education teacher education programs.

CHAPTER 1

GUIDELINES FOR THE UNDERGRADUATE PREPARATION OF TEACHERS OF PHYSICAL EDUCATION

The specialty studies component of a curriculum designed to prepare physical education teachers should be distinguishable from the general studies component. The General Studies component includes subject matter deemed desirable for all students, regardless of their respective disciplines. The specialty studies component covers all the knowledge, skills, and attitudes required of a physical education teacher. The classification of study as general or professional does not depend on the name of the study or the department in which the instruction is offered. It depends on the function the study is to perform. Furthermore, the dual classification scheme does not preclude students from taking subjects in general education that may be needed to support their teaching specialty in physical education.

The designation of the elements in the specialty studies component is not intended to prescribe a particular model for physical education teacher education programs. It is, however, intended to provide a framework within which an institution can describe and review the professional studies component of its physical education teacher education curriculum.

The specialty studies component of the physical education teacher education curriculum is organized within a conceptual model focusing on human movement which includes three elements. These include the study of (1) the physical education teaching specialty, (2) professional physical education, and (3) pedagogical physical education. These elements are carefully integrated so that prospective physical educators can master the content of their teaching specialty, actively participate in the research and service activities of the

profession, and provide quality instruction for both typical and exceptional learners in multi-cultural settings.

Physical Education Teaching Specialty

Human movement is the unique content of the physical education teaching specialty. This domain of study can be subdivided into the art of human movement and the science of human movement.

The human movement arts consist of forms of activity such as games, sports, aquatics, dance, exercise and health-related fitness. These activities are part of the human lifestyle and are tightly intertwined with the cultural heritage of all societies. In this component of the physical education teacher education curriculum, prospective teachers acquire the knowledge, skills, and attitudes needed for teaching movement activities to future pupils.

The human movement sciences consist of bodies of knowledge from the physical education sub-disciplines. Insights from these sub-disciplines have enriched and expanded our understanding of the anatomical, biomechanical, developmental, historical, philosophical, physiological, psychological, and socio-cultural aspects of motor performance. Traditionally, studies in the movement sciences have been viewed as intellectual and theoretical, with special emphasis on providing prospective teachers with the supplementary knowledge that supports the planning, implementation, and evaluation of physical education activity programs. A more contemporary outlook, however, suggests that the sciences not only enhance pedagogical decision-making, but also provide knowledge about human movement that can be taught directly to pupils along with the basic physical education activities.

The physical education teaching specialty component of the physical education teacher education curriculum includes the study of the content to be

taught to the pupils and the supplementary knowledge from physical education and allied fields needed by the teacher for perspective and flexibility in teaching.

Physical Education As A Profession

The role and significance of physical education as part of a school curriculum and as a professional work force is included in the humanistic and behavioral component of professional studies. The study of physical education as a profession extends the prospective teacher's perspective beyond the classroom and school environment. It examines the nature of professionalism and the role of teachers in the various educational, research, and service activities of professional and scholarly societies in physical education. Most of all, studies in professional physical education should develop a commitment to assume full responsibility for advancing the ideals of physical education.

The physical education teacher education curriculum provides for multi-disciplinary studies that help prospective teachers become professional problem-solvers in physical education. Familiarity with the unique problems of physical education may be acquired through general studies, humanistic and behavioral studies, and/or the content for the teaching specialty.

Pedagogical Physical Education

As distinguished from the physical education teaching specialty, there is a body of knowledge about the teaching and learning of human movement that should be the basis for effective teaching performance in the school physical education curriculum. This body of knowledge is called pedagogical physical education.

The specific focus of pedagogical physical education is on the planning, implementation, and evaluation of learning experiences in the movement arts

and sciences. The systematic study of teaching and learning theory is accompanied by supervised clinical, laboratory, and practicum experiences where theoretical concepts can be applied in face-to-face transactions with pupils. The pedagogical physical education component of professional studies not only reflects the experiential knowledge required of teachers and teacher educators, but it must be compatible with the rapidly emerging empirical research on (1) the teaching and learning of physical education and (2) the education of teachers for physical education and other allied professions.

Summary

The conceptual model for describing the study of the specialized, professional, and pedagogical components of the physical education teacher education curriculum serves as a framework for the program approval process. Although the elements within and relationships among these three components may vary across institutions, all programs should strive to achieve the common goals of content mastery, professionalism and pedagogical expertise.

Professional Studies

The professional studies component of the physical education teacher education curriculum includes the study of the physical education teaching specialty, professional physical education, and pedagogical physical education.

Physical Education Teaching Specialty

The physical education teaching specialty component includes the study of human movement and the supplementary knowledge from physical education and allied fields needed by the teacher for perspective and flexibility in teaching.

Prospective teachers of physical education at any level understand the body of knowledge underlying human movement substantially beyond that which they may be expected to teach. They are proficient in several movement forms, and

they are capable of interpreting the physical education program to the many diverse communities that comprise our society.

The prospective teachers of physical education demonstrate skill and knowledge regarding the following so that they can plan, implement, and evaluate physical education programs:

1. fundamental motor skills (not sport skills),
2. games and sports,
3. outdoor leisure pursuits,
4. dance, and
5. exercise and health-related fitness.

The prospective teachers of physical education demonstrate knowledge about human movement from the following perspectives so that they can plan, implement, and evaluate physical education programs:

6. physiological,
7. anatomical,
8. mechanical,
9. historical,
10. sociological,
11. psychological,
12. philosophical, and
13. developmental.

Physical Education As A Profession

The physical education as a profession component includes instruction in the humanistic and behavioral aspects of physical education. The prospective teachers of physical education demonstrate knowledge regarding the following so that they can plan, implement, and evaluate physical education programs:

14. the social, political and economic forces which have and are influencing the development of physical education programs,
15. the effects of physical education programs on the individual and society,
16. the philosophies of well-known physical educators of the past and present, including the philosophy of the institution's physical education teacher education program and their relationship to one's personal philosophy of physical education,
17. the implications of philosophies of physical education on physical education programs,
18. the sociological and psychological dynamics of physical education programs,
19. the physical education program in the context of educational systems, and
20. various curricular models with emphases on their philosophical and theoretical assumptions, aims and objectives, content coverage, organizational structure, teaching-learning practices, procedures for pupil diagnosis and evaluation, and relationships with other academic fields.

Pedagogical Physical Education

The pedagogical physical education component includes the systematic study of teaching and learning theory with appropriate laboratory and clinical experiences.

The physical education teacher education program must provide concurrent study of teaching and learning theory. Laboratory and clinical experiences must also be concurrent with this study so as to relate theory and practice. These experiences occur in a variety of educational contexts to reflect the wide diversity of our society. This study and experience should commence as

early as possible (at least by the sophomore year) and should continue systematically throughout the physical education teacher education curriculum. At least one experience occurs over an extended period of time and provides an opportunity for the prospective physical education teacher to assume major responsibility for the full range of teaching duties in a school situation under the guidance of qualified personnel from the college and cooperating school.

To achieve desired physical education outcomes, to accommodate individual differences among learners, and to adapt instruction to environmental constraints, the prospective teachers of physical education, with increasing autonomy, will <u>demonstrate both skill and knowledge</u> regarding:

21. planning the teaching-learning process,
22. implementing the teaching-learning process, and
23. evaluating the teaching-learning process formatively and summatively.

IN ORDER TO MEET GUIDELINES 1-23, PHYSICAL EDUCATION TEACHER EDUCATION PROGRAMS MUST (1) DELINEATE THOSE SPECIFIC COMPETENCIES INCLUDED IN THEIR PROGRAMS WHICH CONTRIBUTE TO THE ATTAINMENT OF THE ABOVE GUIDELINES, (2) DEMONSTRATE THAT EDUCATIONAL OPPORTUNITIES EXIST TO MEET ALL COMPETENCIES, (3) DESCRIBE HOW THESE COMPETENCIES ARE EVALUATED, AND (4) PROVIDE EVIDENCE THAT THESE COMPETENCIES HAVE BEEN MET BY THE PROSPECTIVE PHYSICAL EDUCATION TEACHERS.

CHAPTER 2

CURRICULUM PORTFOLIO

This chapter will assist institutions in describing the specialty studies component for the undergraduate preparation of physical education teachers. As delineated in the guidelines, the specialty studies component is organized within a conceptual model that includes three elements: (1) the body of knowledge supporting the physical education teaching specialty; (2) physical education as a profession; and (3) pedagogical physical education. These elements are designed to be carefully integrated so that prospective physical educators can master their body of knowledge, actively participate in the research and service activities of the profession, and provide quality instruction for both typical and exceptional learners in multicultural settings.

To demonstrate that the guidelines have been met, physical education teacher education (PETE) must: (1) delineate the specific competencies included in their programs that contribute to satisfying the guidelines; (2) demonstrate that educational opportunities exist to enhance the acquisition of all stated competencies; (3) describe how these competencies are evaluated; and (4) provide evidence that these competencies have been acquired by prospective physical education teachers.

The following is a recommended format to assist institutions in providing this information when completing the curriculum portfolio. The institution will submit to NCATE a report that will include cover pages, course outlines, and matrices for each of the elements contained within the specialty studies component. A brief discussion of each section follows.

Cover Pages

The institution must list on the cover pages (see example at the end of this chapter) the courses (by department, course number, and course title) required of all students in the PETE program and cited in the matrix. It is from these courses that the guidelines in each of the three elements must be met. The course number must be labeled with an alphanumeric code (e.g., PED 123, REC 239, PSY 398). Listings of departments, course numbers, and course titles must be congruent with official institutional catalogs.

Course Outlines

Copies of all course outlines or syllabi (see example at the end of this chapter), are to be attached as an appendix. The outlines must contain the expected competencies (objectives) for that course. Only those outlines which contain competencies that satisfy the corresponding guidelines are to be included. In essence, the competencies within the courses are the means by which the program is linked to the guidelines. The competencies must be listed numerically for easy reference in the matrix.

While it is through stated competencies that the specific guidelines can be satisfied, evidence of two additional dimensions of program adequacy must be provided: (1) how the competencies are learned, and (2) how well the competencies are learned. To ascertain this, the learning experiences (educational opportunities) for each competency must be described, and the performance of the students relative to each competency must be evaluated. All this information is reported in the matrix, but must be collaborated in the course outlines.

The Matrix

The matrix (see example at the end of this chapter) enables institutions to align the specific guidelines in each of the three elements of specialty studies with (1) their program outcomes in the form of competencies or objectives, (2) the learning opportunities they have designed to accomplish those outcomes, and (3) their assessment of those learning experiences relative to their intended outcomes. After compiling the cover pages and the course outlines for each of the three elements, the matrix sections are to be completed in accordance with the following procedures:

Column A: Guideline Numbers

The first column (Column A) contains the number of the specialty studies guideline as designated by NCATE (1-23). These guidelines are to be listed (numbered) sequentially in the matrix.

Column B: Program Courses

Aligned with the appropriate guideline, the course(s) containing the competencies used to meet that guideline are to be listed by alphanumeric code in Column B.

Column C: Program Competencies

All competencies related to each guideline must be enumerated in Column C. This is done by listing the numbers corresponding to the competencies (objectives) in the respective course outlines. Each competency should be listed separately and aligned with its educational opportunities and assessment on the matrix. Related competencies may be grouped only when they are obtained through common educational opportunities and assessed by common evaluation instruments. Then, circle the two or three competencies that are considered most crucial to meeting the guideline. This circling is impera-

tive, since it directs the evaluators to the competencies which most closely satisfy the intent of that guideline. Uncircled competencies demonstrate the breadth and/or depth of the program. Only competencies relevant to that particular guideline should be listed in Column C.

Column D: Educational Opportunities

This section of the matrix enables reporting institutions to describe various learning experiences associated with the corresponding competencies offered in their PETE program. It is assumed that more detailed information is available in the attached course outlines. The information in the matrix should be provided in clear, concise, narrative form. It should include a description of the activities/tasks that students perform to achieve the specific competency(s), a description of teaching-learning processes (e.g., methods, strategies, styles) that enable students to achieve the specific competency(s), and a description of any special or unusual resources (e.g., equipment, facilities, materials, personnel) that are required to support the teaching-learning processes associated with the competency(s).

Column E: Competency Assessment

This section of the matrix provides the most crucial information for those evaluating the portfolio. Reporting institutions must provide evidence to demonstrate their students' attainment of stated competencies. This is done by: (1) describing, in detail, the evaluative strategies used to assess student performance on each competency, or group of like competencies, associated with each guideline, and (2) reporting the actual results of the assessment of that competency or group of like competencies. Each of these is described in greater detail below.

Description of Assessment. The purpose of the Description Column is to enable the reader to ascertain how the competencies are being assessed and whether that assessment is valid. Institutions are to describe the instruments and procedures used to evaluate students' progress toward achievement of each competency associated with each guideline. These instruments and procedures must be directly related to both the specific competency(s) and the educational opportunities in order to be valid. A detailed description of the instrument(s), or portion of the instrument(s) pertaining to this competency must be included here, along with a statement of the criteria for determining successful performance. If the assessment involves the judgement of people other than the instructor (e.g., students, supervisors), these individuals and their roles should be specified.

Results of Assessment. The results reported in this column should be specific to each competency, or group of like competencies, and should be specific to each form of assessment within each competency. The results should include the total number of students assessed, the number or percentage of students who successfully demonstrated acquisition of each competency, and the length of time represented by the data (e.g., one semester, one year, etc.). Where only a portion of the assessment instrument addresses the competency, results should be reported for that portion of the instrument only. Reporting results by course instead of by competency is appropriate only when all the competencies in that course are relevant to that specific guideline only.

Conclusion

It is possible that a particular course might include competencies that satisfy more than one guideline. In this case, the course should be listed on all appropriate cover pages. The matrix information (competencies, educa-

tional opportunities, and assessment) provided for each guideline must be specific to that guideline and distinguishable from the information provided for other guidelines.

The cover pages and matrix sheets provide a general format for preparatory institutions to describe how their PETE program meets the guidelines. While it is expected that this format be followed, it is not intended to be restrictive nor inhibiting. Institutions have the prerogative to provide additional information to further describe their PETE program. For example, reporting institutions might wish to offer an interpretive "Comments" Section that expands and enriches the descriptions in the matrix sections or course outlines. If additional comments are needed, they are to be recorded on clearly marked extra pages following the appropriate sections of each matrix.

It is recognized that the procedures in this section may be perceived to be cumbersome and time consuming. However, it is believed that institutions which conscientiously adhere to the procedures described will be engaged in a meaningful self-study that will ultimately lead to the enhancement of their PETE programs.

EXAMPLE

*COVER PAGE I

Courses Required for the
Physical Education Teaching Specialty

(Guidelines 1-13)

Department Name	Course Number	Course Title
BIO	101	Human Biology
BIO	305-306	Human Anatomy and Physiology
PSY	101	General Psychology
EDU	300	The Nature of the Learner
EDU	400	Perspectives on Effective Teaching
HEA	300	Personal and Community Health
PE	171 A,B,C,D	Activities
PE	172 A,C&D	Activities
PE	181	Introduction to Human Movement
PE	269	Track and Field
PE	371	Management and Teaching Motor Skills
PE	375	Teaching Physical Education K-6
PE	381	Philosophy and Principles of Human Movement
PE	382	Kinesiology

MATRIX 1

Describing Physical Education Teaching Speciality
(Guidelines 1-13)

-A- Gdl. No.	-B- Course Number	-C- Program Competencies	-D- Educational Opportunities	-E- Competency Assessment Description	Results
8	PE 382	(5)	Methods: Lecture, observation of still frame drawings, motion picture, video tape and live performances, individual and group analysis, written reports, oral reports. Activities: After a brief lecture on procedures, students examine illustrations of concentric and eccentric phases of 20 simple exercises, identify joint actions and ranges of motion in each phase and orally report their results to the class. The class discusses conflicting results until an instructor-approved consensus is reached.	Type: Instructor-prepared test and exam. Written project. Peer evaluations. Rationale: The test and exam items employ the same process used in class with different exercises and skills. The written project assesses the student's ability to identify movement phases, joint actions and ranges of motion in a complex skill which he/she performs. Participants: The instructor evaluates the test, the exam and the muscular analysis project. Students and the intructor critique the results of class analyses.	of 110 points on the test address this competency. 60% is the minimum score required for these items. Results from the fall and spring semesters of 1987-88 were as follows: % of 120 pts. correct / % of 19 students 90-100% / 42% 80- 89% / 16% 70- 79% / 11% 60- 69% / 11% Below 60% / 20% 10 of 70 points on the exam address this competency. 60% is the minimum score required for these items. Results from the fall and spring semesters of 1987-88 were as follows: % of 10 pts. correct / % of 19 students 60-100% / 86% Below 60% / 14% The muscular analysis project is evaluated on a letter grade basis. Students who are having difficulty with the project are given assistance in individual appointments. During the fall and spring semesters of 1987-88, final grades on this project were as follows: % of 19 students A / 14% B / 70%

-A- Guideline Number	-B- Course Number	-C- Program Competencies	-D- Educational Opportunities	-E- Competency Assessment Description	Results
20	PE 475	(12)	Receive knowledge through lecture, assigned readings, and entire class discussions.	During the last two semesters this course was taught, three essay questions were used on both the midterm and final exams. Scores of these items were combined in reporting results. A score of 70% or more on these items is considered evidence of acquisition.	In the past two semesters, 23 out of 27 and 22 out of 25 students scored at the 70% level or higher.
		(13)	1) Receive knowledge through lecture, assigned readings, various state curriculum guides, audio-visual aids, small group discussions, and entire class discussions.	1) Total of 10 short answer (objective) items on midterm written exam. Score of [illegible] of 10 considered sufficient to demonstrate understanding.	1) In the past two semesters, 24 out of 27 and 24 out of 25 students scored 7 out of 10 or better.
			2) Apply knowledge by developing a K-6 or 7-12 curriculum guide.	2) Curriculum guide is evaluated by instructor. Minimum grade of C is required before project is considered complete. Student revises guide until C or better is achieved.	2) In the past two semesters, all students successfully completed the curriculum guide with the minimum grade of C or better.
		14	Receive knowledge through lecture, assigned readings, small group discussion, and entire class discussions.	This is a new competency and is being implemented for the first time this semester. This competency will be assessed by short answer questions on the mid-term exam. Obtaining 70% of the possible points on these test questions will be sufficient to demonstrate satisfaction of this competency.	Since this is a new competency, the number of people who obtain 70% or higher will be reported.

EXAMPLE

PE 475: PHYSICAL EDUCATION CURRICULUM DESIGN AND PROGRAM ORGANIZATION

Instructor:
Office: PEB 244
Phone: 294-8261 (O)
233-4917 (H)
Office hours: As posted

Credits: 03
Time: M 3:10-5:00
W 3:10-4:00
Room: PEB 289
Semester: Spring, 1989

Text: 1) Jewett, A. E., & Bain, L. L. (1985). The curriculum process in physical education. Dubuque, IA: Wm. C. Brown.

2) Kinko's packet.

Prerequisite: PE 375

COURSE DESCRIPTION

This course investigates the current practices and principles applied to physical education curriculum development (K-12) and the problems of organization and administration of instructional and extracurricular programs in physical education.

SPECIFIC STUDENT COMPETENCIES:

The course activities, experiences, assignments, and sequence are intended to provide opportunities for class members to accomplish the following:

The student will:

1. Demonstrate knowledge of selected P. E. programs from relevant historical periods,

2. Demonstrate knowledge of selected philosophies of physical education,

3. Identify a personal philosophy of teaching physical education,

4. Demonstrate knowledge of local and regional social and economic factors that impact a physical education curriculum,

5. Demonstrate an avareness of current issues in curriculum development and implementation,

6. Identify needs of the individual and of society that are relevant to the design of a physical education curriculum,

7. Relate his or her own philosophy of physical educatiion to those of past leaders in the field,

8. Relate his or her own philosophy of physical education to State University's philosophy of teaching physical education and to those of other selected institutions,

COURSE OUTLINE (Continued)

9. Understand the relationship among philosophy, objectives, and the selection of activities for a physical education curriculum,

10. Relate his or her own philosophy of physical education to that of a current K-12 public school physical educator,

11. Identify the relationship between the philosophy and objectives of the physical education curriculum with the philosophy and objectives of the U.S. educational system in general,

12. Identify various curricular models and theories of physical education,

13. Identify an appropriate K-6 or 7-12 scope and sequence based on philosophy, objectives, student needs, interests, and characteristics,

14. Identify specific and relevant means of diagnosing student needs, status, improvement, and performance,

15. Identify physical education activities that are inter-related with other academic areas of study,

16. Assess a public school physical education program using a standardized assessment instrument,

17. Demonstrate knowledge of various curricular models that relate to various objectives within physical education,

18. Demonstrate knowledge of various curricular models and their relationships to various teaching/learning practices,

19. Write three lesson plans using three different formats as explained in class,

20. Write one unit plan using the format explained in class,

21. Construct either a K-6 or 7-12 physical education curriculum guide to include an entire scope and sequence that provides for physical education three times per week for 36 weeks,

22. Demonstrate knowledge of selected physical education teaching methods/styles and understand the circumstances that help determine the relevance of a particular style in a given situation,

23. Identify specific classroom management techniques that enhance the teaching/learning process,

24. Demonstrate knowledge of administrative provisions for curriculum implementation, and

25. Identify relevant methods of evaluating student performance in physical education.

COURSE OUTLINE (Continued)

COURSE EVALUATION

Mid-term exam	15%
Curriculum project	20%
Physical education "integration" assignment	5%
Periodical abstract	5%
Program assessment	10% *
Final exam	20%
Two case studies	5%
Personal philosophy of physical education and in-class philosophy essay	5%
Interview of K-12 physical educator	5%
Three lesson plans	5%
Unit plan	5%

GRADING SCALE

90 - 100 = A range (95 mid-point)
80 - 89 = B range (85 mid-point)
70 - 79 = C range (75 mid-point)
60 - 69 = D range (65 mid-point)
Below 60 = F

Note: Plus and minus grades will be used.

NOTE: Please refer to pp. 72-73 of the State University Information Handbook for a complete explanation of the SU Academic Dishonesty policy. In addition to the examples given in the Handbook, please be advised that work passed in or being done for another class cannot be passed in for a grade in this class.

* may be substituted by increasing final exam to 30%

CHAPTER 3

RECOMMENDED GUIDELINES FOR FACULTY, STUDENTS, RESOURCES AND FACILITIES, AND EVALUATION

Guidelines for faculty, students, resources and facilities, and evaluation have been developed and are recommended as a part of the approval process.

Faculty

The following guidelines relate to the competence, utilization, and development of faculty associated with physical education teacher education curricula.

Competence

1. Faculty have post-masters preparation in their specialization.
2. The physical education teacher education program coordinator possesses a terminal degree.
3. Faculty demonstrate scholarly competence in their specialization through such activities as research, scholarly and service publications, and presentations.
4. Faculty demonstrate current professional leadership through participation in professional activities.
5. Faculty teaching strategies and styles are consistent with the physical education teacher education program.
6. Faculty have current appropriate experience in and ongoing working relationships with physical education programs within the elementary and secondary schools.
7. Faculty possess appropriate expertise in physical education specializations to ensure the attainment of the competency standards for prospective teachers.

Utilization

1. Faculty members are assigned teaching responsibilities commensurate with their experiences and expertise.
2. Cooperation among faculty members occurs within and between departments and represents diverse specializations and backgrounds.
3. Faculty are selected by their interest, expertise, and ability to provide good teaching.
4. The selection of cooperating teachers for field experiences is based on their teaching ability, knowledge of physical education, and willingness and ability to supervise the prospective physical educator in ways which are compatible with the physical education teacher education program.
5. Faculty involved in the supervision of clinical and laboratory experiences (including the practicum) are experienced in and have continuing experience with physical education in the college, elementary and secondary schools.
6. Faculty members of the physical education teacher education program are regularly assigned contact with physical education programs in the schools.
7. Determination of full-time faculty effort and the resultant evaluation is based on:
   a. exemplary teaching,
   b. scholarly competence,
   c. professional leadership,
   d. student advisement, and
   e. college and university service
8. The faculty effort of the physical education teacher education program is consistent with the institutional policies for faculty in other academic units.

Faculty Development

1. The institution provides opportunities for continued faculty development in the physical education teacher education program.
2. Faculty full-time effort includes maintaining and continuing professional development.

Part-Time Faculty

1. Part-time faculty meet the competence requirements for appointment to the full-time faculty of the physical education teacher education program.
2. Part-time faculty are employed only when they can offer a significant contribution to the physical education teacher education program.

Students

The following guidelines relate to the admission, retention, and evaluation of and counseling and advising for students enrolled in the physical education teacher education curriculum.

Admissions, Retention, and Evaluation

The evaluation process begins when the prospective teacher of physical education applies for admission and continues until certification is awarded. Each physical education teacher education program applies specific published criteria for admission, retention, and certification. The criteria for evaluation are specified in the identified competencies of the physical education teacher education program.

Counseling and Advising

The institution provides counseling and advising for students in the physical education teacher education program. This process continues from pre-admission through placement in the profession.

Resources and Facilities

The institution provides resources which support the attainment of student competencies in the physical education teacher education program. These resources include:

1. a library which quantitatively and qualitatively supports independent study by students and faculty in physical education,
2. information storage and retrieval systems which support independent study by students and faculty in physical education,
3. appropriate audio-visual and instructional equipment and materials,
4. a laboratory which supports the study of human movement, and
5. appropriate facilities and equipment necessary for physical education instruction of prospective teachers.

Evaluation

The on-going evaluation of the physical education teacher education curriculum is provided in order to modify and improve the experiences for the attainment of specified competencies. The evaluation process includes:

1. appropriate procedures to evaluate graduates of the physical education teacher education program,
2. information concerning the physical education teacher education program from prospective teachers, program graduates, cooperating teachers, school administrators, scholars in physical education, and faculty from related fields and disciplines, and
3. a long-term plan for program evaluation which provides mechanisms for program modification to attain the specified competencies.

CHAPTER 4

THE PHYSICAL EDUCATION READER

The purpose of this section is to define and to describe the role of the Physical Education Reader in the NCATE accreditation process. Institutions seeking NCATE accreditation will have received the guidelines. Based upon their thorough self-study, the curriculum portfolio will have been completed. Three physical education readers will evaluate and score the portfolio relative to the guidelines. The readers' evaluations will be returned to the designated NASPE folio coordinator. He or she will forward the evaluations to the NASPE Basic Adjudication Committee. This committee will review the readers' findings and recommend a compliance decision. This decision will be forwarded to the folio coordinator for one final review before being forwarded to NCATE.

Historically, NCATE examinations of physical education programs have not been conducted by professional physical education specialists. As a result, it has been extremely difficult to differentiate the strong programs from the weak. The utilization of physical education readers by NCATE is an attempt to rectify that loophole in the review process. Since this is the only opportunity for physical educators to be guaranteed involvement in the accreditation process, the reader is the crucial link in ensuring that quality prevails. While the guidelines were written in an attempt to ensure and enhance the quality of teacher preparation programs in physical education across the country, only through the efforts of the readers will this goal be realized.

The curriculum portfolio submitted to NCATE and processed through NASPE to the readers will focus on three areas of information: (1) a delineation of program competencies which contribute to the satisfaction of the specific guidelines (1-23); (2) a description of the educational opportunities (learn-

ing experiences) which enhance the acquisition of the delineated competencies; and (3) evidence that the delineated competencies have been attained by the students of that program. The purpose of the reader is to determine: (1) the degree to which the delineated competencies satisfy the intent of the guidelines; (2) the extent to which the educational opportunities enhance the acquisition of the delineated competencies; (3) the degree to which the process of evaluating student attainment of the competencies is well described and valid; and (4) whether the evidence provided (i.e., the results of the evaluation) adequately reflects the satisfactory attainment of each delineated competency.

The remainder of this section provides rules and procedures to assist the reader in carrying out the evaluative function.

PROCEDURES FOR READING INITIAL FOLIOS

The curriculum portfolio will address the specialty studies component of the NCATE accreditation process. The conceptual model for this component includes three elements: (1) the body of knowledge supporting the physical education teaching specialty; (2) physical education as a profession; and (3) pedagogical physical education. There are guidelines associated with each element which the institution must satisfy. The portfolio will be submitted in an attempt to demonstrate compliance with the guidelines.

The portfolio will contain cover pages, course outlines, and matrices. These documents will provide the information upon which the readers will evaluate the program in question. With the exception of the course outlines, each of these documents should be provided for each of the three elements of the specialty studies component. Examples are contained in Chapter 2.

Cover Pages

The cover pages contain courses listed by departments, course numbers, and course titles required of all students in the PETE program. It is from these courses that the guidelines in each of the three elements are met. Hence, Cover Pages I, II, and III will be included. The courses, presumably, will be different for each element, although courses may be used to satisfy more than one guideline.

Course Outlines

Course outlines or syllabi for all courses listed on the cover pages will be included. Contained within each course outline will be intended program outcomes in the form of competencies or objectives which, when met, will satisfy the guidelines. The competencies will be listed numerically in the course outlines for easy reference in the matrix. In other words, it is through the competencies that are identified and assessed within the courses that the program will satisfy the guidelines. Information collaborating educational opportunities and assessment of competencies should also be contained in course outlines.

Matrix

The matrix provides the framework that enables the institution to align the guidelines (Column A) with courses (Column B), competencies contained within those courses (Column C), educational opportunities (learning experiences) to accomplish those competencies (Column D), and the assessment of those competencies (Column E). Each course will be listed alpha-numerically as specified on the cover pages, and the competencies will be listed numerically as stated in the corresponding course outline.

The matrix will provide the information necessary to enable the readers to determine the degree to which a program satisfies the guidelines. In particular, the readers must determine the degree to which the competencies (Column C) satisfy the intent of the guidelines, the learning experiences (Column D) enhance acquisition of the competencies, and the evaluation (Column E) is valid and the results confirm attainment of the competencies. Rules and procedures for scoring the matrix follow.

Scoring Column C: Program Competencies

1. For each guideline, review all delineated competencies for their relevance to the intent of the guideline. This is determined by reviewing the actual course outlines and judging whether the competency is, in fact, relevant. If a competency is not relevant to the guideline, strike a line through the corresponding number on the matrix report. Pay particular attention to the circled competencies for these have been designated by the institution to be the most closely related to the guideline.
2. After all competencies have been reviewed FOR THAT GUIDELINE, make a judgment as to the degree to which the RELEVANT competencies satisfy the intent of the guideline.
3. Score the judgment on the Reader Scoresheet (See example at the end of this chapter) in Column C according to the following scale:
   - 2 = The intent of the guideline is adequately supported by relevant competencies.
   - 1 = The intent of the guideline is inadequately supported by relevant competencies.
   - 0 = The intent of the guideline is not supported by relevant competencies.

4. For those guidelines that are judged to be inadequately supported by competencies (i.e., for the guidelines that receive a "1" in Column C), a further explanation must follow the "1" in Column C on the Reader Scoresheet. To simplify the recording of this explanation, the following coded responses should be used:

   A = Some or all of the competencies provided are not relevant to the intent of the guideline.

   B = There is an inadequate number of relevant competencies provided to satisfy the intent of the guideline.

   C = There is inadequate depth contained within the competencies to satisfy the intent of the guideline.

   D = The relevance of the competency to the guideline cannot be ascertained from the materials provided.

   * = Use an asterisk to represent any comment not included in the above coding system (see #5 below).

5. Whenever an asterisk is used, an explanatory comment must be provided on the "Comments" section of the Reader Scoresheet. (See example at the end of this chapter.) NOTE: While an asterisk may be placed any time an explanatory comment is deemed appropriate, all "1As" must be followed by an asterisk and those competencies determined to be not relevant to the guideline must be listed in the "Comments" section of the Scoresheet.

Scoring Column D: Educational Opportunities

1. For each RELEVANT competency, judge the degree to which the educational opportunities stated in column D on the matrix and in the course outline, enhance the acquisition of the competency.

2. Score the judgment on the Reader Scoresheet in Column D according to the following scale:

   2 = The educational opportunities adequately support the acquisition of the competency.

   1 = The educational opportunities inadequately support the acquisition of the competency.

   0 = The educational opportunities do not support the acquisition of the competency.

3. For those educational opportunities judged to inadequately demonstrate enhancement of the acquisition of the competency (i.e., receive a "1" in Column D) a further explanation must follow. Place an asterisk after the "1" in Column D on the Scoresheet and indicate the reason for the "1" in the "Comments" section of the Scoresheet.

4. An asterisk may be used any time an explanatory comment is deemed appropriate.

Scoring Column E: Competency Assessment

1. As indicated in the competency assessment section of Chapter 2 (Curriculum Portfolio), there are two sets of information requested in Column E of the matrix. The first set is the description of the process by which the competencies are being evaluated (i.e., description of instrument, criteria for success, etc.). The second is related to providing the results of that process (i.e., total number of students assessed, number or percent successful, time frame represented by the data, etc.).

2. When reading the competency assessment section of the matrix (Column E) and information in the course outlines, judge each RELEVANT competency according to the degree to which the evaluation process is valid

(description) and whether the results they provided are derived directly from the assessment.

3. Score the judgment on the Reader Scoresheet in Column E according to the following scale:

   2 = Both description and results are adequately provided.

   1 = Either description or results are adequately provided, but not both.

   0 = Neither description nor results are adequately provided.

4. For those RELEVANT competencies which receive a "1" in Column E, a further explanation must follow the "1" in Column E on the Reader Scoresheet according to the following code:

   A = Inadequate description is provided.

   B = Inadequate results are provided.

5. Use an asterisk to indicate comments (e.g., "results pertain to course, not competency").

Summary

While somewhat redundant, it will be helpful to review some general rules that the readers should follow when reading initial folios. A one page summary of the scoring rules is provided at the end of this chapter for the reader's convenience.

1. After examining the information provided in the matrix of the curriculum portfolio, the readers should go to the competency statements in the course outlines and judge each for its relevance to the respective guideline being examined. Note in particular the circled competencies. Indicate on the matrix competencies that are not relevant.

2. Judge the degree to which all remaining RELEVANT competencies satisfy the intent of that guideline. Score that guideline accordingly in Column C.

   A. If the score in Column C is a "1" (i.e., the intent of the guideline is inadequately satisfied), further describe the reasons for that judgment by using the appropriate code letter and writing in the "Comments" section if appropriate.

3. If the reason for a "1" in Column C is because some or all of the competencies provided are not relevant to the intent of the guideline (Explanation A), an asterisk must follow the "1A" in Column C on the Scoresheet and the non-relevant competencies must be listed in the "Comments" section of the Scoresheet.

4. Proceed to Column D and Column E only for those competencies deemed relevant to that particular guideline.

PROCEDURES FOR READING REJOINDERS

Rejoinders are to be read and scored precisely like initial folios, but only for those areas identified as inadequate in the "NCATE Compliance with Specialty Guidelines" report to the institution. The institution should not be held responsible for inadequacies not addressed in the initial folio report. An exception to this would occur if the institution presented new information in their rejoinder not previously presented in their initial portfolio.

Readers of rejoinders should become familiar with the institution's initial folio, the readers' scoresheets for that review, and especially the NASPE Basic Adjudication Committee's report to the institution for that review.

Readers should then proceed to read and score the rejoinder paying particular attention to those areas identified as deficient in the initial folio.

CONCLUSION

Using the appropriate Reader Recommendation form, the reader should recommend to the NASPE Basic Adjudication Committee those guidelines (if any) that are not being satisfied and, as a result, whether or not the program is in compliance with the NASPE specialty guidelines. This judgment should be verified by the number of "1's" and "0's" on your Reader Scoresheet, particularly in Columns C and E. In addition, the program's strengths and weaknesses should be identified and any additional comments which might help the institution improve its program relative to the NCATE/NASPE Basic Physical Education Guidelines should be included.

Summary of Scoring Rules

Column C: Program Competencies

2 = The intent of the guideline is adequately supported by relevant competencies.

1 = The intent of the guideline is inadequately supported by relevant competencies.

A = Some or all of the competencies provided are not relevant to the intent of the guideline.
* = Listing of irrelevant competencies
B = There is an inadequate number of related competencies provided (i.e., "scant") to satisfy the intent of the guideline.
C = There is inadequate depth contained within the competencies to satisfy the intent of the guideline.
D = The relevance of the competency to the guideline cannot be ascertained from the materials provided.

0 = The intent of the guideline is not supported by relevant competencies.

* = Additional explanatory comments (if any)

Column D: Educational Opportunities

2 = The educational opportunities adequately support the acquisition of the relevant competencies.

1 = The educational opportunities inadequately support the acquisition of the relevant competencies.
* = further explanation of inadequacy

0 = The educational opportunities do not support the acquisition of the relevant competencies.

* = Additional explanatory comments (if any)

Column E: Competency Evaluation

2 = Both description and results are adequately provided.

1 = Either description or results are adequately provided (but not both).

A = inadequate description is provided
B = inadequate results are provided

0 = Neither description nor results are adequately provided.

* = Additional explanatory comments (if any)

EXAMPLE

xx Initial Folio
___ Rejoinder

BASIC PHYSICAL EDUCATION READER SCORESHEET

Institution Being Evaluated State University

Reader _____

Date of Evaluation _____

Guidelines	-C- Program Competencies	-D- Educational Opportunities	-E- Competency Evaluation
1. Fundamental Motor Skills	1A*	0*	2*
2. Games and Sports	1A*	2	2
3. Outdoor Leisure Pursuits	0	0	0
4. Dance	0*	0	0
5. Health-Related Fitness	0*	0	0
6. Physiological	1A*	1*	2
7. Anatomical	1A*	1*	2
8. Mechanical	1A*	1*	1B*
9. Historical	2	1*	1B*
10. Sociological	1A*	1*	0*
11. Psychological	0*	1*	1A*
12. Philosophical	0*	1*	1A*
13. Developmental	1A*	1*	1B*
14. Forces - P.E.	1A*	2	1B*
15. Effects of P.E.	2	2	1A*
16. Philosophies of P.E.	1A*	1*	0*
17. Implications of P.E. Philosophies	2	1*	2
18. Soc./Psych. Dynamics	1A*	1*	1A*
19. P.E. within Education	0	0	0
20. Curriculum of P.E.	1A*	1*	1A*
21. Planning	2	2	1B
22. Implementing	2	2	1B
23. Evaluating	2	2	0

*Comments on back

READER COMMENTS

Guideline #	Comments
#10 Program Competencies	Some of the competencies are not relevant to guideline: PE 358--2; PE 121--5,6.
Educational Opportunities	Those listed on matrix are vague. Those on course outline are very open and could be related to another topic besides Sociology.
Assessment	Description vague and does not include results.
#11 Program Competencies	Most of the competencies are not relevant to guideline. Key competencies not circled.
Educational Opportunities	There is a difference between Philosophy and Psychology. Most of those presented relate more to Philosophy.
Assessment	Inadequate description - not related to Psychology.
#12 Program Competencies	Most of the competencies are not related to teaching - mostly in area of Adaptives - Coaching. Key competencies not circled.
Educational Opportunities	Matrix and course outlines differ - no evidence presented.
Assessment	Inadequate description - also not shown on course outlines.
#13 Program Competencies	Some of the competencies are not related: Ed 260--2,3,4; PE 240--6.
Educational Opportunities	Matrix and course outlines differ - no evidence presented.
Assessment	Results are for courses not competencies. Passing course does not indicate acquisition of each and every competency.
#14 Program Competencies	Some are not directly related: PE 401--1,3.
Assessment	No results provided.
#15 Assessment	Description is vague, can't tell whether results pertain to entire exam or just the portion related to these competencies.
#16 Program Competencies	Intent of guideline is not satisfied. No competencies dealing with institution's philosophy.
Educational Opportunities	Not all related to program competencies. Too open and vague.
Assessment	Description too vague. Results pertain to course, not competencies.

Initial Folio

Reader's Recommendation to NASPE Adjudication Committee
Basic Physical Education

Institution: _____

Reader: _____

Address: _____

_____

_____ Phone: _____

Date Evaluated: _____

GUIDELINES NOT MET (Summarize from scoresheet. Also, indicate reason by placing letter of appropriate column - C, D and/or E - after each guideline.): _____

PERCEIVED PROGRAM WEAKNESSES: _____

----Over----

PERCEIVED PROGRAM STRENGTHS: _____

OTHER COMMENTS: _____

READER'S RECOMMENDATION REGARDING COMPLIANCE OR NONCOMPLIANCE WITH THE SPECIALTY GUIDELINES (i.e., has the institution adequately met the specialty guidelines?)

_____ Institution is in compliance with guidelines.

_____ Institution is NOT in compliance with guidelines.

_____ Evaluation not possible due to inadequate preparation/completion of folio.

Summarize rationale for decision: _____

Reader's Recommendation to NASPE Adjudication Committee
Basic Physical Education

Institution: _____

Reader: _____

Address: _____

_____

_____ Phone: _____

Date Evaluated: _____

GUIDELINES NOT MET (Summarize from scoresheet. Also, indicate reason by placing letter of appropriate column - C, D and/or E - after each guideline.): _____

PERCEIVED PROGRAM WEAKNESSES: _____

NOTED PORTFOLIO IMPROVEMENTS: _____

----Over----

CITED DEFICIENCIES STILL UNSATISFACTORY: _____

CITED DEFICIENCIES NOT ADDRESSED: _____

OTHER COMMENTS: _____

READER'S RECOMMENDATION REGARDING COMPLIANCE OR NONCOMPLIANCE WITH THE SPECIALTY GUIDELINES (i.e., has the institution adequately met the specialty guidelines?)

_____ Institution is now in compliance with guidelines.

_____ Institution is still not in compliance with guidelines.

Summarize rationale for decision: _____

CHAPTER 5

NASPE BASIC ADJUDICATION COMMITTEE

Specialized physical education readers have been carefully selected and trained by NASPE to provide detailed information about the specific institutional physical education program being reviewed. The readers who reviewed this program were trained to be highly selective in appraising the program. The NASPE Basic Adjudication Committee is the next level in the review process.

Three readers have reviewed the curriculum portfolio very carefully relative to the guidelines and have determined the degree to which (1) adequate competencies are provided in the program to satisfy each guideline; (2) adequate educational opportunities are provided in the program to acquire the competencies; (3) the assessment of the competencies is valid; and (4) adequate results are provided to ensure the assessment of the competencies. It is from this evidence (#4 above) that the learning experiences and the competencies are deemed satisfied and that the guidelines are declared met. Chapter 4 (The Physical Education Reader) should be reviewed to become familiar with how folios are scored and what information is provided.

The readers have analyzed and scored the curriculum portfolio and recorded all information on a Reader Scoresheet. The front side of the Scoresheet provides the actual results of a reader's assessment. Space is reserved on the back of the Reader Scoresheet for comments and clarification by the reader to assist the adjudication committee in its review.

Generally, a reader will place a "2", a "1", or a "0" in the appropriate column to describe the reader's assessment of that category. The Summary of Scoring Rules at the end of Chapter 4 should be consulted for a more detailed summary of the scores. For those areas where the criteria are inadequately met (i.e., receive a "1"), an explanation of how or why they are inadequate

will follow the "1". Further, an asterisk may be placed, and in some cases must be placed, on the Scoresheet and a further explanation provided by the reader on the "Comments" section.

It is possible that scores of "0" and "1" were received because of confusion by a reader, an inadequate attempt by the institution to explain and document its program, or perhaps, simply oversight by either. For that reason, three readers evaluate each institution's portfolio and an adjudication committee is employed to validate their findings.

The primary function of the Adjudication Committee is to ensure consistency of interpretation and scoring among readers. After reviewing all three readers' scoresheets and examining the matrix and course outlines, the Adjudication Committee will determine the institution's final folio scores for each guideline. These final folio scores will be recorded on a NASPE Basic Adjudication Committee Scoresheet. It is from these scores that compliance will be determined. After the Basic Adjudication Scoresheet has been completed, the Committee's culminating responsibility will be to prepare a final synthesized "NCATE Compliance with Specialty Guidelines" form (see examples at the end of this chapter). These reports will be forwarded to the folio coordinator for a final review.

Instructions

The procedures to be followed for adjudicating and scoring the portfolio by the Adjudication Committee are very similar to those followed by Readers. These shall be discussed briefly below.

Scoring Column C: Program Competencies

1. For each guideline, the Adjudication Committee will review Column C on the three Readers' Scoresheets, information provided in Column C on the matrix, and corresponding competencies in the course outlines to determine the degree to which the RELEVANT competencies satisfy the intent of that guideline. Score the judgment in Column C on the Adjudication Scoresheet according to the following scale:

   2 = The intent of the guideline is adequately supported by relevant competencies.

   1 = The intent of the guideline is inadequately supported by relevant competencies.

   0 = The intent of the guideline is not supported by relevant competencies.

2. For those guidelines that are judged to be inadequately supported by competencies (i.e., for the guidelines that receive a "1" in Column C), a further explanation must follow the "1" in Column C on the Reader Scoresheet. To simplify the recording of this explanation, the following coded responses should be used:

   A = Some or all of the competencies provided are not relevant to the intent of the guideline.

   B = There is an inadequate number of relevant competencies provided to satisfy the intent of the guideline.

   C = There is inadequate depth contained within the competencies to satisfy the intent of the guideline.

   D = The relevance of the competency to the guideline cannot be ascertained from the materials provided.

* = Use an asterisk to represent any comment not included in the above coding system. Whenever an asterisk is used, an explanatory comment should be provided on the "Comments" section of the Adjudication Scoresheet.

3. For those guidelines receiving a "0" in Column C on the Adjudication Scoresheet, draw a line through Columns D and E for that guideline and move on to the next guideline. This line indicates that these columns were not assessed. Obviously, if the competencies do not satisfy the intent of the guideline, the related educational opportunities and assessment are not applicable.
4. For those guidelines receiving a "1" or "2" in Column C, proceed with scoring Columns D and E.

Scoring Column D: Educational Opportunities

1. For each guideline (other than for those receiving a "0" in Column C), the Adjudication Committee will review Column D on the three Readers' Scoresheets, information provided in Column D on the matrix, and information contained in course outlines to determine the degree to which the educational opportunities enhance the acquisition of the corresponding competencies. Score the judgment in Column D on the Adjudication Scoresheet according to the following scale:
   2 = The educational opportunities adequately support the acquisition of the competency.
   1 = The educational opportunities inadequately support the acquisition of the competency.
   0 = The educational opportunities do not support the acquisition of the competency.

2. For those educational opportunities judged to inadequately enhance the acquisition of the competency (i.e., receive a "1" in Column D) place an asterisk after the "1" and indicate the reason in the "Comments" section of the Scoresheet.

Scoring Column E: Competency Assessment

1. For each guideline (other than for those receiving a "0" in Column C), the Adjudication Committee will review Column E on the Reader's Scoresheets, information provided in Column E on the matrix, and information provided in course outlines to determine the degree to which assessment of the competencies is valid (description) and the degree to which the evidence provided is derived directly from the assessment. Score the judgment in Column E on the Adjudication Scoresheet according to the following scale:

   2 = Both description and results are adequately provided.

   1 = Either description or results are adequately provided, but not both.

   0 = Neither description nor results are adequately provided.

2. For those RELEVANT competencies which receive a "1" in Column E, a further explanation must follow the "1" in Column E on the Reader Scoresheet according to the following code:

   A = Inadequate description is provided.

   B = Inadequate results are provided.

3. Use an asterisk to indicate comments (e.g., "results pertain to course, not competency").

Granting Program Compliance

Granting NCATE/NASPE Basic Physical Education compliance rests with the evidence provided by the institution that the program satisfies the intent of the guidelines. The program must provide an adequate depth and breadth of competencies that are relevant to the NASPE Basic Physical Education Guidelines. It must provide adequate educational learning opportunities for its students to acquire the stated competencies. And, the program must provide valid and accurate assessment of the competencies in order to ensure that the stated competencies are being attained. After three independent readers systematically evaluate and score the institution's portfolio and the adjudication committee systematically evaluates the portfolio using the readers' reports as references, there should be reasonably valid evidence available by which to make a compliance recommendation.

The readers undergo a rigorous and extensive training process in order to become certified. However, they do vary in their interpretation of information, and they are fully capable of oversight or error of judgment. One of the primary purposes of the Adjudication Committee is to ensure that consistency of interpretation and expectation are afforded all institutional folios uniformly.

To fully ensure fairness to the institution, the final Basic Physical Education Adjudication Committee reports are forwarded to the designated NASPE folio coordinator. The primary responsibility of the folio coordinator is to ensure consistency of interpretation and expectation among adjudicators. The final authority for compliance rests with the folio coordinator. Unless a reasonable explanation is provided by the institution as to why it cannot satisfy a particular guideline, NCATE/NASPE Basic Physical Education compliance rests with the institution: 1) providing adequate depth and breadth

of competencies to satisfy all guidelines; 2) providing adequate educational opportunities for students to attain these competencies; 3) providing valid assessment of these competencies; and 4) providing evidence that these competencies have been attained by the prospective physical education teachers. Where evidence of attainment cannot be ascertained, a reasonable explanation must be provided by the institution. What is "reasonable" will be determined by readers, adjudicators and the folio coordinator through the systematic review process. That decision will be centered around the rationale provided by the institution.

___ Initial Folio
___ Rejoinder

NCATE/NASPE
ADJUDICATION COMMITTEE SCORESHEET
BASIC PHYSICAL EDUCATION

Institution Being Evaluated _____

Date of Evaluation _____

Guidelines	-C- Program Competencies	-D- Educational Opportunities	-E- Competency Evaluation
1. Fundamental Motor Skills			
2. Games and Sports			
3. Outdoor Leisure Pursuits			
4. Dance			
5. Health-Related Fitness			
6. Physiological			
7. Anatomical			
8. Mechanical			
9. Historical			
10. Sociological			
11. Psychological			
12. Philosophical			
13. Developmental			
14. Forces - P.E.			
15. Effects of P.E.			
16. Philosophies of P.E.			
17. Implications of P.E. Philosophies			
18. Soc./Psych. Dynamics			
19. P.E. within Education			
20. Curriculum of P.E.			
21. Planning			
22. Implementing			
23. Evaluating			

*Comments on back

ADJUDICATOR'S COMMENTS

Guideline #	Comments

___ Initial Folio

___ Rejoinder

NCATE
Compliance with Specialty Guidelines

Professional Organization_____

Institution Submitting Program_____

Program_____Date of Review_____

Degree Level_____

GUIDELINES NOT MET:_____

PERCEIVED PROGRAM STRENGTHS:_____

----Over----

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PERCEIVED PROGRAM WEAKNESSES:

OTHER COMMENTS:

PROFESSIONAL ASSOCIATION'S RECOMMENDATION REGARDING COMPLIANCE OR NONCOMPLIANCE WITH THE SPECIALTY GUIDELINES (i.e., has the institution adequately met the specialty guidelines?):

_____ **Program is in compliance.**

_____ **Program is NOT in compliance.**

_____ **Additional Information Needed to Determine Compliance.**

If a second review of the program folio is requested by the institution, how many copies of the rejoinder should be submitted? _____

Special Directions for the preparation of a rejoinder: _____

12/28/88 revision
d1023a typ-F

SECTION TWO

ADVANCED/GRADUATE PROGRAM LEVELS

Part A: Master's Degree Program

Part B: Doctoral Degree Program

Part C: Matrices for Advanced Programs

PART A
MASTER'S DEGREE PROGRAM

STANDARDS	INTERPRETATIONS
PRECONDITIONS	
The objective of accreditation is to develop and maintain an academic environment of high quality. Some standards for accreditation involve quantitative measures and others involve qualitative judgements. In all cases, the overriding concern is the achievement of high quality.	
All disciplines are committed to assuring some control for the quality of their programs. A given discipline must use its influence to promote high standards in all areas of study judged to be germane to the body of knowledge. If programs meet the established Guidelines they are accredited by NASPE through NCATE.	Accreditation will take into account all master's degree programs in physical education regardless of where they are administered.* Degrees with an emphasis in physical education, for example, must meet all Guidelines to be in compliance with NCATE Standards.
Although accreditation alone does not guarantee program quality control, accredited programs are generally judged by authorities to be the single most important contributing factor to successful quality control. Since no one is better qualified to judge what constitutes quality in the discipline than the scholars themselves, it is logical that the scholars should have direct responsibility for setting accreditation standards. Therefore, it is appropriate that NASPE assume the role of leadership in establishing Guidelines and their interpretation for NCATE.	
Accreditation is open to institutions with departments, divisions, schools, or colleges of physical education whose:	Accreditation is open to departments, divisions, or colleges of physical education that are autonomous degree units reporting to the central administration in the same manner as all other autonomous degree recommending units of the institution. Academic units with designations other than department, division, school, or college will be considered for accreditation only if the designation is common to all degree recommending units in the parent institution and the academic units are essentially identical to units commonly identified as departments, divisions, schools, or colleges.
a. Intellectual climate encourages and supports the offering of programs of high academic quality;	
b. Institution is accredited by its regional association;	
c. Physical education programs have been established and in operation for such a period of time as to make possible an evaluation of their character and policies; institutions shall be expected to demonstrate compliance with the Guidelines during the self-study year, as well as	In judging ". . . such a period of time . . ." factors to be examined are the following: number of years the institution has been awarding degrees in physical education (under any title), how many degrees it has already awarded, the number of students currently enrolled, the trend of enrollments

STANDARDS	INTERPRETATIONS
the year of visitation in the NCATE accreditation process;	where present enrollment is low, continuity of curriculum, faculty, and administration of the unit and other factors deemed relevant.
d. Operations are not subject to political influence, and whose general environment permits the unit to pursue acceptable objectives with a minimum of interference or diversion of effort;	
e. Administrative head has jurisdiction or participating control over all academic physical education programs and physical education faculty.	"Participating control" means the ability of the administrative head of the unit holding or seeking accreditation to direct faculty recruitment, retention, resources, curriculum, budget, and admission so all academic physical education programs offered by the unit adhere to the Guidelines.
f. Where non-traditional programs are under consideration for accreditation and meet items (a) through (e) above, certain traditional standards may not be applicable. In those cases, the burden of proof will be on the applicant institution to offer evidence that its nontraditional programs are equal in quality to programs which are accredited.	*References to "physical education" in the Standards and their Interpretations shall be understood to include synonymous nomenclature.
I. OBJECTIVES OF THE PROGRAM The primary objective of the master's degree program shall be to provide a scholarly approach to the academic subject matter content in physical education introduced at the undergraduate level. Other appropriate objectives may be included within the mission of the unit. Evaluation for accreditation will be concerned with the degree of achievement of these objectives, and the qualitative and quantitative standards set forth below.	Every unit should clearly state its objectives in the institution catalog and other literature. Appropriate objectives, in addition to preparation for further graduate study, might be in such areas as preparation of teachers, administrators, and personnel for alternative careers. If additional objectives are stated, the unit will also be evaluated on the degree to which it achieves these additional objectives. Additional objectives should be pursued only as sufficient resources are available beyond those required by the primary objectives.
II. STUDENTS A. Recruitment There should be an active program in recruitment of quality students.	When available, graduate assistantships and fellowships should be awarded only to those students showing the highest academic profiles and exceptional promise based on objective and subjective criteria. These criteria should be specific in recruitment literature.

STANDARDS	INTERPRETATIONS
Policies for admission should be available in writing.	Admission policies should be clearly stated in institution catalogs, unit recruitment brochures, and recruitment literature for graduate assistantships/fellowships.
B. Admission	
Admission to the master's degree program is based upon completion of a baccalaureate degree in physical education or its equivalent. Specific content should represent the scope and depth of the discipline.	The student desiring to enter the master's degree program without the baccalaureate degree in physical education will remove deficiencies by completing sequential undergraduate courses or by demonstration of appropriate competencies. Policies and procedures for determining deficiencies shall be provided in writing.
A committee should be established to screen and admit applicants for the master's degree program in physical education.	The ultimate decision on student admission should not rest exclusively with one person. This is especially true in marginal admission cases.
Heterogeneity of master's degree students in terms of age, sex, experience, and ethnic factors should be encouraged.	Attempts should be made to admit qualified students from out-of-state, foreign countries, and from universities with quality baccalaureate degree programs.
Admission should be granted only to students showing high promise of success in postgraduate study in physical education.	Indicators of potential for graduate study from the following categories shall be employed in the admissions process: 1. Standardized test scores (e.g., GRE, Miller Analogies) 2. Previous academic performance 3. References from teachers, supervisors, and other relevant sources 4. Interviews with individuals and/or groups representing the graduate faculty. The institution shall demonstrate that its combination of factors ensures a comparable quality of entering students. Students who do not meet the minimum standards as defined by the unit shall be given a special classification, such as provisional, conditional, unclassified, or probationary. If more than 10 percent of the students admitted are in this classification, the unit shall be required to show justification.
C. Program Advisement	
There should be an organized advisement program for all master's degree students.	A graduate faculty member shall be assigned as the student's major advisor. This advisor will normally chair the student's graduate committee and direct the culminating research experience. A written program of study should be developed early in the student's program and approved by an appropriate committee. An evaluation pro-

STANDARDS	INTERPRETATIONS
	cedure should be established for informing the student of progress.
D. Evaluation and Retention Procedures should be established to measure academic performance.	Systematic procedures utilizing indicators such as grade point average, qualifying examinations, written and oral comprehensive examinations should be utilized for periodic evaluation for retention. The procedures for student evaluation and retention should be written and given to each student admitted to the program.
E. Placement A placement service should be available to graduate students while they are enrolled at the college or university as well as after they leave the institution.	
III. PRODUCT EVALUATION Studies on a planned basis must be a part of the evaluation process of a graduate program. The assessments should be consistent with stated program objectives. Assessment of program influence on performance of current students in the program shall be an ongoing process.	
A. Assessment of program influence on performance of current students in the program shall be an ongoing process.	Procedures should be established to provide evidence that students are progressing toward meeting the unit's program objectives.
B. Assessment of the graduates of the program provide follow-up evaluation of the program and suggestions for revision.	Interviews with graduates of the program, interviews with employers, questionnaires, evaluation by correspondence, and informal discussions at professional meetings may be used in this assessment.
C. Assessment of the employment of program graduates should be an ongoing process.	A listing of professional positions accepted by program graduates during the past three years should be maintained.
D. Assessment of student and program quality should be an ongoing process.	A listing of student achievements during the past three years (i.e., awards, honors, publications) should be maintained. Attach titles, abstracts and the names of each supervising professor for all theses and dissertations completed in the last three years.
IV. ADMINISTRATIVE STRUCTURE	
A. Program Director	

STANDARDS	INTERPRETATIONS
An individual should be designated by the unit as a graduate program director.	A senior member of the graduate faculty (associate or full professor) who is a recognized scholar in an area of specialization in physical education should be selected to administer the graduate program.
B. Graduate Committee	
A group of graduate faculty shall comprise the graduate committee.	This committee, comprised of junior and senior graduate faculty, shall recommend policies and procedures. Graduate students may also be members of this committee. This committee should serve in an advisory capacity to the graduate program director. The committee's recommendations, acted upon by the graduate program director, apply specifically to all graduate programs within the unit.
C. Program Advisors	
Members of the graduate faculty shall serve as program advisors for an appropriate number of students.	The number of graduate students with theses under the supervision of any one graduate faculty member shall not exceed eight (with no more than four doctoral students).
D. Program Linkages	
Formal and Informal Linkages with other programs shall be listed.	Formal and/or informal linkages with other programs within the institution (e.g., budgetary, academic, joint faculty appointments) and/or with programs at other educational institutions, government agencies, or other public or private entities (e.g., internships, cooperative education) shall be encouraged.
V. PERSONNEL	
The unit shall have adequate academic and non-academic personnel resources, as measured by both qualitative and quantitative considerations.	
A. Personnel Classifications	
Personnel of the unit will be considered in the following categories:	
1. Full-time Personnel	
a. Graduate Faculty	The graduate faculty in physical education must meet the criteria established by the institution for graduate faculty in all units. Normally, these will consist of

STANDARDS	INTERPRETATIONS
	persons with primary responsibility for graduate instruction, research, advising, and/or academic administration. "Full-time" means full-time at the institution, but not necessarily full-time in the graduate unit.
b. Supportive and service personnel	These persons are typically associated with the direction and operation of such areas as the office of the administrative head, library, computer centers, and research laboratories. These persons may or may not hold appointments to an academic rank.
c. Technical, secretarial, and clerical personnel	These persons normally perform office and laboratory functions.
2. Part-time Personnel	
a. Instructional personnel	This category includes persons with instructional responsibilities who are employed on a part-time basis, such as adjunct professors who meet criteria for graduate faculty status established by the institution.
b. Supportive and service personnel	This category includes persons with noninstructional responsibilities who are employed on a part-time basis, such as research assistants, graders, and programmers.
c. Technical, secretarial, and clerical personnel	This category includes persons with noninstructional responsibilities who are employed on a part-time basis to perform office and laboratory functions.
B. Personnel Qualifications	
In determining the qualitative and quantitative adequacy of the unit's graduate faculty and staff, various criteria will be applied. Emphasis will be placed on the qualifications and responsibilities of the graduate faculty as a whole. The graduate faculty shall possess the qualifications, experience, professional interests, scholarly productivity, and opportunities essential for the successful conduct of a master's degree program in physical education. These qualities are demonstrated by:	
a. The educational and professional backgrounds relating to depth and breadth of graduate education and experience.	Categories (a) through (f) are intended to be guidelines to major aspects of the quality of a graduate faculty. There should be

STANDARDS	INTERPRETATIONS
	a reasonable mix of attainment of the various categories in light of the stated objectives of the unit.
b. Academic attainment of the terminal degree in the discipline, preferably from an institution that meets the NASPE accreditation standards in physical education.	
c. The extent of engagement in innovative curricula development, experimentation in teaching methods, updating course content, effective student counseling, and other meaningful efforts to improve the instructional program.	
d. The qualitative and quantitative level of research, writing, publication, and creative endeavors.	
e. The extent of active involvement in professional organizations plus institution and community service that contribute to professional development of the individual, as well as the unit.	
f. The existance of plans and policies that encourage and provide a framework for continuing professional development and increasing productivity.	
The full-time equivalent graduate personnel shall meet certain minimum criteria.	
a. Full-time Equivalent (FTE) Graduate Faculty	The FTE graduate faculty includes all full-time and part-time instructional personnel, as defined in the interpretations to V.A. 1.a. and V.A.2.a.
a. Overall adequacy	
The FTE graduate faculty should be adequate to meet the commitment and responsibilities of the unit.	The graduate faculty actively engaged in graduate related duties for the master's degree program in physical education shall not be less than four. The ratio of graduate faculty actively engaged in graduate level duties to the number of students in the graduate program shall be such as to enable the unit to fulfill adequately its total commitment. The ratio of students graduating from the physical education master's degree program in an academic year to the graduate faculty actively engaged in graduate related duties for the master's degree program shall not exceed 4:1.

STANDARDS	INTERPRETATIONS
b. Full-time graduate faculty	
A graduate faculty composed largely of full-time personnel is the very heart of a quality master's degree program in physical education. The major responsibility for planning and implementing the program rests with the full-time faculty.	For accreditation the percent of graduate faculty employed on a full-time basis by the institution shall not be less than 80 percent. As a measure of faculty's teaching, research, applied knowledge, and overall scholarly capability, 100 percent of the FTE academic faculty generated under "a" above will possess the terminal degree in this discipline.
c. Distribution of graduate faculty	
The number of qualifications of graduate faculty and their distribution among ranks, fields, and programs, shall be adequate to provide effective academic performance in all areas.	Distribution of graduate faculty among academic ranks, subject fields, and day and evening programs should be such that each student or group of students has reasonable opportunity to study with faculty members who meet the qualifications that the Standards require. Qualifications of graduate faculty shall be appropriate to their teaching, research, and service specialities.
d. Availability of graduate faculty in related disciplines is desirable.	Graduate faculty members who are recognized scholars in related disciplines may provide depth and breadth to the graduate experience by providing physical education students with opportunities to take courses outside the major department, to seek counsel on research projects, etc.
e. Total responsibility of graduate faculty members.	
In judging the academic load, consideration should be given to the total responsibility borne by each member of the graduate faculty.	Judgement concerning teaching, research, advising, and administrative loads of the academic faculty shall be based upon the average for the entire academic year rather than the experience of a single term only. Members of the graduate faculty serving the master's degree programs should be allocated no more than a nine-semester hours teaching load, or equivalent, per term. The remainder of the workload would consist of research direction, thesis supervision, and other major scholarly responsibilities.
2. Supportive and Service Personnel	
In order to operate effectively, the graduate faculty requires a staff of supportive service	

STANDARDS	INTERPRETATIONS
personnel commensurate with the stated objectives of the unit.	
3. Technical, Secretarial, Maintenance, and Clerical Personnel	
There shall be available sufficient technical, secretarial, maintenance, and clerical personnel to enable the unit to attain its stated objectives.	
4. Part-time Personnel	
Part-time personnel in the three above categories are supplemental to the full-time staff and should, so far as possible, have similar qualifications to the full-time staff.	
VI. CURRICULUM	
A. Undergraduate background requirements shall be established for entry into the master's degree program.	The master's degree in physical education builds upon the foundational areas acquired in a baccalaureate degree in physical education. A student seeking admission into a graduate degree in physical education without undergraduate preparation in the field should be expected to acquire appropriate knowledges and understandings gained in a baccalaureate degree program. The department is to identify content necessary for the entry level graduate student and establish deficiencies which are to be met by completing sequential undergraduate courses or by demonstrating competencies in these areas. The entry level content is to be identified in the matrix.
1. Policies and procedures for determining deficiencies for admission shall be established and listed. A student entering the master's degree program without the baccalaureate degree in physical education shall remove deficiencies by completing sequential undergraduate courses or by demonstrating necessary competencies.	
B. The curriculum for the master's degree program in physical education shall ensure that a minimum of 50% of the total degree program shall be in physical education.	An advanced program in physical education must have a minimum of 50% of the content in the field of physical education. Degree programs with less content should be designated as a degree program in another area and will not be approved as a physical education graduate program.
C. The curriculum for master's degree programs in physical education shall show competency in methods of inquiry.	A minimum of 15% of the total coursework in a master's degree program should be in research related courses. This may be met by entire courses, i.e. Research methods, and parts of courses that deal specifically with research methods, design, or research tools. Course outlines submitted with the accreditation folios should highlight research sections and indicate the amount of time spent on these in a given course.
1. A minimum of 15% of a student's program shall focus on methods of inquiry. Content must address in-depth study in research methods, research design, and analyses of quantitative or qualitative data.	

STANDARDS	INTERPRETATIONS
D. The curriculum for master's degree programs in physical education shall show evidence of one or more areas of interest.	The master's degree program in physical education should contain both breadth and depth. This guideline focuses on the depth component. Areas of interest must be identified and accompanied by a listing of courses that support the area of interest. All students shall select at least one area of interest as 25% of their degree program. Several areas of interest may be available within the program.
1. An area of interest is comprised of a minimum of 25% of a student's program. Areas of interest must be identified and accompanied by a listing of courses that describe the content.	
2. One identified area of interest which a student may select shall be in teacher education. The list of accompanying courses shall include content in such areas as curriculum, teaching effectiveness, administration/supervision, motor learning, etc. as applied to physical education.	One of the areas of interest available to students shall be teacher education for those students seeking advanced study in pedagogy. The list of accompanying courses shall include content in such areas as curriculum, teaching effectiveness, administration/supervision, motor learning, etc. as applied to physical education.
E. The curriculum for master's degree programs in physical education shall show evidence of breadth in the theoretical base of the discipline building on initial experiences acquired at the undergraduate level.	The master's degree program should contain both a breadth and depth component. This guideline addresses the breadth component. The department needs to demonstrate that advanced courses are offered in several diverse areas so that students have the opportunity to broaden themselves through courses in physical education outside their areas of interest.
1. Breadth in the curriculum enables the student to select courses in physical education outside the area of interest. The theoretical base of the discipline includes such areas as, but not limited to, biomechanical, philosophical, physiological, and psychological perspectives.	
F. The curriculum for master's degree programs in physical education shall require some form of scholarly endeavor resulting in a culminating experience.	A minimum of one culminating experience shall be required for each student in the program. The nature of the culminating experience should be described.
1. Culminating experiences shall include endeavors such as a master's thesis, research or creative project, comprehensive examination, etc.	
G. The scope and quality of content of each graduate course shall be appropriate for the master's degree level.	Written course syllabi should be available for each course which reflects the breadth and depth of current knowledge in the subject area. Duration and content of such courses shall be of such nature as to ensure quality graduate education. Weekend workshops and courses which have as their primary emphasis the acquisition of motor
1. Workshops and courses that have as their primary emphasis the acquisition of motor skills are not appropriate.	

STANDARDS	INTERPRETATIONS
	skills do not meet the standard.
2. Courses shall rarely be offered concurrently for undergraduate and graduate credit. For a course to be offered for dual credit, the majority of the enrollment shall be graduate students, and the content of the course shall be presented at the graduate level. Rationale shall be provided for any course offered for dual undergraduate and graduate level.	If graduate courses are dual listed for both undergraduate and graduate credit, the department must demonstrate that at least half the students in the class are graduate students and that the content of the course is presented at the graduate level.
H. A maximum of 20% of the credit hours required for the master's degree may be transferred from another institution.	This percentage may be lower than that permitted by an institution's graduate school. The rationale for such a requirement is to place the locus of responsibility for preparation on the institution granting the degree.
I. Credit earned more than six years prior to graduation shall not be counted toward the master's degree unless a revalidation of course competencies is demonstrated.	The statue of limitations for graduate credit is different at various institutions. This guideline recognizes the fact that the content areas and pedagogy are rapidly changing in physical education. Courses taken more than six years ago are not current with the state of the art. A procedure may be developed for a student to revalidate the course competencies without repeating a course.
VII. LIBRARY AND LIBRARY SERVICE	
A. Objective	
The library should be viewed as an information laboratory having the function of aiding in the communication and advancement of knowledge by providing for the acquisition and utilization of information resources.	Access to information dissemination resources should be facilitated by application of contemporary technology as well as library policies, procedures, and hours.
B. Service	
The library should be organized and staffed to provide effective access, selection, user education, and retrieval services.	Communication between the library staff and the physical education students and faculty should be maintained on a regular basis. The library staff should have the ability and opportunity to educate faculty and students to handle information effectively.
C. Organization and Relationships	
The unit's administration and faculty and the library's staff should have in operation an effective communication, planning, and acquisition mechanism to guide and build the resources collection.	The faculty is responsible for generating planned student usage of resources. The library staff must be able to help effectuate these plans through student guidance on selection, access, and through faculty

STANDARDS	INTERPRETATIONS
	liaison on reserve holdings. The library, as an information laboratory, should provide sufficient space to accommodate: (1) all information resources, (2) retrieval equipment, (3) work space for students and faculty, (4) space for readers and other users, (5) offices and work areas for the library staff, and (6) space for specific functions such as exhibits and discussions.
D. Resources	
The library staff should broadly perceive its total resources to include texts, readings, periodicals, serials, research reports, monographs, theses, pamphlets, micro-texts, visuals, audio and video tapes, and films.	Basic resources consist of recognized materials in areas of specialization and related fields. Extended collections of resources are necessary for graduate programs. They are typified by significantly greater depth in research, historical, and methodological materials as well as greater depth and breadth in periodicals and serials. Standard bibliographies as well as acquisition lists issued by established libraries can be used to guide library development.
E. Budget	
The library budget for acquisition of physical education holdings should be consistent and equitable in light of the unit's enrollment and objectives and the need for high quality service as described above.	Initiation and maintenance of graduate programs require a significant increment in both initial and continuing budgetary support. Budgetary planning should anticipate imminent progress in information technology.
F. Evaluation	
The library staff should generate data sufficient to permit evaluation of progress toward objectives.	Information should be designed to monitor critical aspects of library operations such as: (1) collection building and development, (2) student usage, (3) library services, and (4) user education efforts.
VIII. FACILITIES	
The capital budget shall be sufficient to support acceptable objectives. The physical facilities, including buildings, equipment, and library, should be suitable to serve the stated objectives of the unit.	Distribution of physical facilities and resources available to areas of specialization should be such that students and faculty have reasonable access to them.
A. Offices	
Offices should provide sufficient privacy and	

STANDARDS	INTERPRETATIONS
space to allow the faculty members to conduct their responsibilities.	
B. Classrooms	
General and specific purpose classrooms should be appropriate in size and design to the class offered.	
C. Laboratory Space and Equipment	
Laboratories and equipment should be appropriate in size, and quantity for the courses offered and for specialized activities associated with faculty and student research.	The mission and objectives of the program design shall dictate the types of laboratories and the specialized equipment required.
D. Computer Facilities	
Computer facilities should be available for specialized activities in course work or research.	
IX. FINANCIAL RESOURCES	
The operational budget shall be sufficient to support the instructional program and research.	The operational budget shall include the purchase and maintenance of supplies and equipment, time and financial support for professional meetings, faculty development, computer services, etc. Financial resources should be available for instructional and research activities needed for quality graduate programs and research. Support might include visits to funding agencies to discuss research ideas, use of consultants to help in developing research proposals, etc.
The personnel budget shall be sufficient to support the instructional program and research.	The personnel budget shall include salaries for full-time graduate faculty comparable to salaries of faculty of like ranks and responsibilities elsewhere within the institution. The budget should provide for sabbatical leaves and leaves of absence for purposes of self-improvement. The full-time technical, secretarial, clerical and support personnel salaries shall be comparable to salaries of other units of the institution.
X. EDUCATIONAL INNOVATION AND TECHNOLOGY	
A unit shall examine contemporary learning approaches and technologies and adapt them,	New areas of specialization still under development may be excluded from evaluation

STANDARDS	INTERPRETATIONS
as may be appropriate, to serve the unit's objectives. A unit is encouraged to develop and test new learning approaches and technologies and disseminate the results.	by the preceding standards. However, annual progress reports must include information regarding the status of the program. Once established, the areas of specialization must meet the existing standards.
XI. MAINTENANCE OF ACCREDITATION	
A. Adherence to Standards	
A member unit being accredited is expected to adhere to existing standards.	A unit that is accredited on the basis of a given program or set of programs and subsequently adds or drops programs at the master's level will have its continued accreditation evaluated on the basis of its current program.
B. Periodic Surveys	
Periodic surveys shall be undertaken to evaluate compliance with standards.	
C. Reporting of Changes	
Marked or significant changes in objectives, including proposed experimental changes which may bear on adherence to standards, shall be reported at the time they are implemented within the unit.	All new master's programs, whether additions to or major revisions of existing programs, are to be reported prior to implementation. Proposals for experimental programs involving departures from standards should include a full description (the design, the plan for evaluation, and the dissemination of results).

PART B
DOCTORAL DEGREE PROGRAM

STANDARDS	INTERPRETATIONS
PRECONDITIONS	
The objective of accreditation is to develop and maintain an academic environment of high quality. Some standards for accreditation involve quantitative measures and others involve qualitative judgements. In all cases, the overriding concern is the achievement of high quality.	
Accreditation may be at the undergraduate, masters, or doctoral level. Accreditation will not be granted at the doctoral level unless the master's program meets all accreditation requirements.	Accreditation will take into account all doctoral programs in physical education regardless of where they are administered.* Degrees with an emphasis in physical education, for example, must meet all guidelines to be in compliance with NCATE standards.
All disciplines are committed to assuming some control for the quality of their programs. A given discipline must use its influence to promote high standards in all areas of study judged to be germane to the body of knowledge. If programs meet the established Guidelines they are accreditated by NASPE through NCATE.	
Although accreditation alone does not guarantee program quality control, accredited programs are generally judged by authorities to be the single most important contributing factor to successful quality control. Since no one is better qualified to judge what constitutes quality in the discipline than the scholars themselves, it is logical that the scholars should have direct responsibility for setting accreditation standards. Therefore, it is appropriate that the National Association for Sport and Physical Education (NASPE) assume the role of leadership in establishing guidelines and their interpretation for NCATE.	
Accreditation is open to institutions with departments, divisions, schools, or colleges of physical education whose: a. Intellectual climate encourages and supports the offering of programs of high academic quality; b. Institution is accredited by its regional association;	Accreditation is open to departments, divisions, schools or colleges of physical education that are autonomous degree units reporting to the central administration in the same manner as all other autonomous degree recommending units of the institutions. Academic units with designations other than department, division, school, or college will be considered for accreditation only if the designation is common to all degree recommending units in the parent institution, and the academic units are essentially

STANDARDS	INTERPRETATIONS
	identical to units commonly identified as departments, schools, or colleges.
c. Physical education programs have been established and in operation for such a period of time as to make possible an evaluation of their character and policies; institutions shall be expected to demonstrate compliance with the Guidelines during the self-study year, as well as the year of visitation in the NCATE process.	In judging ". . . such a period of time . . ." factors to be examined are the following: number of years the institution has been awarding degrees in physical education (under any title), how many degrees it has already awarded, the number of students currently enrolled, the trend of enrollments where present enrollment is low, continuity of curriculum, faculty, and administration of the unit, and other factors deemed relevant.
d. Operations are not subject to political influence, and whose general environment permits the unit to pursue acceptable objectives with a minimum of interference or diversion of effort;	
e. Administrative head has jurisdiction or participating control over all academic physical education programs and physical education faculty.	"Participating control" means the ability of the administrative head of the unit holding or seeking accreditation to direct faculty recruitment, retention, resources, curriculum, budget, and admissions so all academic physical education programs offered by the unit adhere to the Guidelines.
f. Where nontraditional programs are under consideration for accreditation and meet items (a) through (e) above, certain traditional standards may not be applicable. In those cases, the burden of proof will be on the applicant institution to offer evidence that its nontraditional programs are equal in quality to programs which are accredited.	

#References to "physical education" in the Standards and their interpretations shall be understood to include synonymous nomenclature.

I. OBJECTIVES OF THE PROGRAM

The primary objective of the program shall be to develop scholars in physical education. Other appropriate objectives may be included within the mission of the unit. Evaluation for accreditation will be concerned with these objectives, the degree of achievement of these objectives, and the qualitative and quantitative standards set forth below.	Every unit should clearly state its objectives in the institution's catalog and other literature. Appropriate objectives might be in such areas as preparation of researchers, teachers, administrators, and personnel for alternative careers. If additional objectives are stated, the unit will also be evaluated on the degree to which it achieves these additional objectives. Additional objectives should be pursued only as sufficient resources are available beyond those required by the primary objective.

STANDARDS	INTERPRETATIONS
II. STUDENTS	
A. Recruitment	
There should be an active program in recruitment of quality students.	When available, graduate assistantships and fellowships should be awarded only to those students showing the highest academic profiles and exceptional promise based on objectives and subjective criteria. These criteria should be specified in recruitment literature.
Policies for admission should be available in writing.	Admission policies should be clearly stated in institution catalogs, unit recruitment brochures, and recruitment literature.
B. Admission	
Admission to the doctoral program is based upon completion of a degree in physical education or its equivalent. Specific content should represent the scope and depth of the discipline.	The student desiring to enter the doctoral program without a prior degree in physical education will remove the deficiencies by completing sequential courses or by demonstration of appropriate competencies. Policies and procedures for determining deficiencies shall be provided in writing.
A committee should be established to screen and admit applicants for the doctoral program in physical education.	The ultimate decision on student admission should not rest exclusively with one person. This is especially true in marginal admission cases.
Heterogeneity of doctoral students in terms of age, sex, experience, and ethnic factors should be encouraged.	Attempts should be made to admit qualified students from out-of-state, foreign countries, and other quality master's degree programs.
Admission should be granted only to students showing high promise of success in graduate study in physical education. Performance level on admission criteria should be significantly higher than that for admission to the master's degree program.	Indicators of potential for graduate study from the following categories shall be employed in the admissions process: 1. Standardized test scores (e.g., GRE, Miller Analogies.) 2. Previous academic performance. 3. References from teachers, supervisors, and other relevant sources. 4. Interviews with individuals and/or groups representing the graduate faculty. The unit shall provide criteria to be used in making decisions on admission to the Doctoral Program. The unit shall demonstrate that its combination of indicators ensures a comparable quality of entering students. The admission procedures for students who have not met the stated admission criteria must be identified, justified, and proced-

STANDARDS	INTERPRETATIONS
	ures for an ongoing review must be specified in writing.
C. Program Advisement	
There should be an organized advisement program for all doctoral students.	A graduate faculty member in the student's area of specialization shall be assigned as the major advisor. This advisor will normally chair the student's doctoral committee and direct the dissertation. A written program of study should be developed early in the student's program and approved by an appropriate committee. An evaluation procedure should be established for informing the student of progress.
D. Evaluation and Retention	
Procedures should be established to evaluate progress toward the degree.	Systematic procedures utilizing indicators such as grade point average, qualifying examinations, and written and oral comprehensive examinations should be utilized for periodic evaluation and retention. The procedure for student evaluation and retention should be written and given to each student admitted to the program.
E. Placement	
A placement service should be available to graduate students while they are enrolled at the college or university as well as after they leave the institution.	
III. PRODUCT EVALUATION	
Studies on a planned basis must be a part of the evaluation process or a graduate program. The assessments should be consistent with stated program objectives.	
A. Assessment of program influence on performance of current students in the program shall be an ongoing process.	Procedures should be established to provide evidence that students are progressing toward meeting the unit's program objectives.
B. Assessment of graduates of the program shall provide follow-up evaluation of the program and suggestions for revision.	Interviews with graduates of the program, interviews with employees, questionnaires, evaluation by correspondence, and informal discussions at professional meetings may be used in this assessment.

STANDARDS	INTERPRETATIONS
IV. ADMINISTRATIVE STRUCTURE	
A. Program Director	
An individual should be designated by the unit as a graduate program director.	A senior member of the graduate faculty (associate or full professor) who is a recognized scholar in an area of specialization in physical education should be selected to administer the graduate program.
B. Graduate Committee	
A group of graduate faculty shall comprise the graduate committee.	This committee, comprised of junior and senior graduate faculty representing the areas of specialization, shall recommend policies and procedures. Graduate students may also be members of this committee. This committee should serve in an advisory capacity to the graduate program director. The committee's recommendations, acted upon by the graduate program director, apply specifically to all graduate programs within the unit.
C. Program Advisors	
Members of the graduate faculty shall serve as program advisors for an appropriate number of students.	The number of graduate students with theses under supervision of any one graduate faculty member shall not exceed eight (with no more than four doctoral students).
D. Program Linkages	
Formal and Informal Linkages with other programs shall be listed.	Formal and/or informal linkages with other programs within the institution (e.g., budgetary, academic, joint faculty appointments) and/or with programs at other educational institutions, government agencies, or other public or private entities (e.g. internships, cooperative education) shall be encouraged.
V. PERSONNEL	
The unit shall have adequate academic and non-academic personnal resources, as measured by both qualitative and quantitative considerations.	
A. Personnel Classificatıcns	
Personnal of the unit will be considered in the following categories:	
1. Full-time Personnel	

STANDARDS	INTERPRETATIONS
a. Graduate faculty	The graduate faculty in physical education must meet the criteria established by the institution for graduate faculty in all units. Normally, these will consist of persons with primary responsibility for graduate instruction, research, advising, and/or academic administration. "Full-time" means full-time at the institution, but not necessarily full-time in the graduate unit.
b. Supportive and service personnel.	These persons are typically associated with the direction and operation of such areas as the office of the administrative head, library, computer centers, and research laboratories. These persons may or may not hold appointment to an academic rank.
c. Technical, secretarial, and clerical personnel.	These persons normally perform office and laboratory functions.
2. Part-time Personnel	
a. Instructional personnel	This category includes persons with instructional responsibilities who are employed on a part-time basis, such as adjunct professors who meet criteria for graduate faculty status established by the institution.
b. Supportive and service personnel	This category includes persons with noninstructional responsibilities who are employed on a part-time basis, such as research assistants, graders, and programmers.
c. Technical, secretarial, and clerical personnel	This category includes persons with noninstructional responsibilities who are employed on a part-time basis to perform office and laboratory functions.

B. Personnel Qualifications

In determining the qualitative and quantitative adequacy of the unit's graduate faculty and staff, various criteria will be applied.

Emphasis will be placed on the qualifications and responsibilities of the graduate faculty as a whole.

The graduate faculty shall possess the qualifications, experience, professional interests, scholarly productivity, and opportunities essential for the successful conduct of a doctoral degree program in physical education. These qualities are demonstrated by:

STANDARDS	INTERPRETATIONS
a. The educational and professional backgrounds relating to depth and breadth of graduate education and experience.	The categories (a) through (f) are intended to be guidelines to major aspects of the quality of a graduate faculty. There should be a reasonable mix of attainment of the various categories in light of the stated objectives of the unit.
b. Academic attainment of the terminal degree in the discipline, preferably from an institution that meets the NASPE/NCATE accreditation guidelines in physical education.	
c. The extent of engagement in innovative curricula development, experimentation in teaching methods, updating course content, effective student counseling, and other meaningful efforts to improve the instructional program.	
d. The qualitative and quantitative level of research, writing, publication, and creative endeavors.	
e. The extent of active involvement in professional organizations plus institution and community service that contribute to professional development of the individual, as well as the unit.	
f. The existence of plans and policies that encourage and provide a framework for continuing professional development and increasing productivity.	
The FTE graduate personnel shall meet certain minimum criteria.	
1. Full-time Equivalent (FTE) Graduate Faculty	The FTE graduate faculty includes all full-time and part-time instructional personnel, as defined in the interpretations to (V.A.1.a.) and (V.A.2.a.).
a. Overall adequacy The full-time equivalent graduate faculty shall be adequate to meet the commitment and responsibilities of the unit.	The ratio of graduate faculty actively engaged in graduate related duties to the number of students taught at the graduate level shall enable the unit to fulfill its total commitment. In general, the graduate faculty shall not be less than five when one specialized area is offered in the discipline. For every additional area of specialization, a minimum of two additional graduate faculty actively engaged in graduate related duties in that specialization shall be re-

STANDARDS	INTERPRETATIONS
	quired. Of the two graduate faculty for every specialization, at least one should be a recognized scholar in the area.
b. Full-time graduate faculty A graduate faculty composed largely of full-time personnel is the very heart of a quality doctoral degree program in physical education. The major responsibility for the planning and implementing of a unit's program rests on the full-time faculty.	For accreditation the percent of graduate faculty employed on a full-time basis by the institution shall not be less than 80 percent. As a measure of faculty's teaching, research, applied knowledge, and overall scholarly capability, 100 percent of the FTE academic faculty generated under (a) above will possess the terminal degree in this discipline.
c. Distribution of graduate faculty The number and qualifications of graduate faculty and their distribution among ranks, fields, and programs shall be adequate to provide effective academic performance in all areas.	Distribution of graduate faculty among academic ranks, subject fields, and day and evening programs should be such that each student or group of students has reasonable opportunity to study with faculty members who meet the qualifications that the Standards require. Qualifications of graduate faculty shall be appropriate to their teaching, research, and service specialities.
d. Availability of graduate faculty in related disciplines The number and qualifications of graduate faculty in related disciplines such as physiology, medicine, psychology, sociology, education, and history shall be adequate to support the areas of specialization offered in physical education.	A minimum of one graduate faculty member who is a recognized scholar in a related discipline shall be available for support in each area of specialization.
e. Total responsibility of graduate faculty members In judging the academic load, consideration should be given to the total responsibility borne by each member of the graduate faculty.	Judgement concerning teaching, research, and administrative loads of the academic faculty shall be based upon the average for the entire academic year rather than the experience of a single term only. Members of the graduate faculty should not teach courses in excess of six-semester hours per term. The remainder of the work load would consist of research direction, dissertation/thesis supervision, and other major scholarly responsibilities.

STANDARDS	INTERPRETATIONS
2. Supportive and Service Personnel In order to operate effectively, the graduate faculty requires a staff of supportive personnel commensurate with the stated objectives of the unit.	
3. Technical, Secretarial, Maintenance, and Clerical Personnel Sufficient technical, secretarial, maintenance, and clerical personnel should be available to the unit.	
4. Part-time Personnel Part-time personnel in the three above categories are supplemented to the full-time staff and should so far as possible have similar qualifications to the full-time staff.	
VI. CURRICULUM	
A. Background requirements for entry shall be established for the doctoral program. 1. Policies and procedures for determining deficiencies for admission shall be established and listed. A student entering the doctoral degree program in physical education shall remove deficiencies by completing sequential courses or by demonstrating necessary competencies.	The doctoral degree in physical education builds upon the foundational areas acquired in a baccalaureate degree and the breadth and depth experience of a master's degree. A student seeking admission into a graduate degree in physical education without either undergraduate preparation or master's degree preparation in the field should be expected to acquire appropriate knowledges and understandings acquired in those programs. The department is to identify content necessary for the entry level doctoral student and establish deficiencies which are to be met by that student. The entry level content is to be identified in the matrix.
B. The curriculum for doctoral degree programs in physical education shall include high attainment of scholarship in an area of specialization commensurate with the ability to conduct individual research, study, teach, and administer programs in the area. 1. A minimum of 50% of a student's program shall focus in the area of specialization (not to include general courses in research). 2. A minimum of half of the area of specialization shall consist of content courses and seminars taken within the physical education program.	An area of specialization is at the heart of the doctoral experience. The doctoral student acquires the knowledges and understandings to become a contributing scholar in the field. At least half of a doctoral student's program in an area of specialization should be taught by scholars in the field through content courses and seminars. At least one-fourth of the content should be taught by scholars in other disciplines that relate to, or support the area of specialization.

STANDARDS	INTERPRETATIONS
3. A minimum of one-fourth of the area of specialization shall consist of content and seminars taken outside the physical education program. These courses must directly support the area of specialization.	
C. The curriculum for doctoral degree proggrams in physical education shall include competency in designing, conducting, and evaluating scientific and scholarly research culminating in the doctoral dissertation.	High attainment of scholarship in an area of specialization is commensurate with an ability to know, understand, apply, analyze, synthesize, and evaluate research literature in the field. Additionally, the student must be able to design, conduct, analyze, and report research findings on original research that can withstand the scrutiny of other scholars. A variety of learning strategies may be employed to attain this competency. The culminating research experience, the doctoral dissertation, should be focused in the area of specialization.
1. Research design shall include a sequence of courses providing in-depth study in research methods and quantitative and/or qualitative analyses.	
2. Competency in conducting research shall be demonstrated by a sequence of courses and experiences providing supervised in-depth research (e.g. directed research, independent study, the master's thesis, formulating and directing research studies).	
3. Competency in research evaluation shall be demonstrated by a sequence of courses and experiences that provide in-depth knowledge, interpretation, and critical analysis of research literature (e.g. doctoral seminars, thesis, research projects).	
4. A doctoral dissertation in the area of specialization shall be required as a culminating experience demonstrating research competency.	
D. The scope and quality of content of each graduate course shall be appropriate for the doctoral degree level.	Written course syllabi should be available for each course which reflects the breadth and depth of current knowledge in the subject area. Duration and content of such courses shall be of such nature as to ensure quality graduate education. Weekend workshops and courses which have as their primary emphasis the acquisition of motor skills do not meet the standard.
1. Workshops and courses that have as their primary emphasis the acquisition of motor skills are not appropriate.	
2. Courses shall rarely be offered concurrently for undergraduate and graduate credit. For a course to be offered for dual credit, the majority of the enrollment shall be graduate students, and the content of the course shall be presented at the graduate level.	If graduate courses are dual listed for both undergraduate and graduate credit, the department must demonstrate that at least half the students in the class are graduate students and that the content of the course is presented at the graduate level.

STANDARDS	INTERPRETATIONS
3. Advanced graduate seminars designed for doctoral students shall be provided for in-depth study in areas of specialization.	Advanced graduate seminars designed for doctoral students provide an arena for in-depth study. These seminars include reviews of literature, critiques of research, and exploration of new ideas and research problems. The seminars challenge the students at the highest levels of scholarship.
E. Prior graduate work (master's degree coursework and transfer credit) may be considered to fulfill requirements for the doctoral degree. However, the majority of the doctoral program of study shall be completed at the institution granting the degree.	Most doctoral degree programs include work done at the master's degree level that builds upon the baccalaureate degree. All relevant coursework done at the master's level should be evaluated and applied toward the student's doctoral degree program. However, at least half of the graduate coursework in the program should be completed at the institution granting the doctoral degree.
F. Credit earned in the doctoral program more than six years prior to the completion of the doctoral degree shall not be counted toward the degree unless a revalidation of course competencies is demonstrated.	That statue of limitations for graduate credit is different at various institutions. This guideline recognizes the fact that the content areas and pedagogy are rapidly changing in physical education. Courses taken more than six years ago are not current with the state of the art. A procedure may be developed for a student to revalidate the course competencies without repeating a course.
G. The physical education program shall establish and maintain a residency requirement for the doctoral degree.	In the absence of a university residence requirement, the unit should establish a residency requirement for its doctoral students.
VII. LIBRARY AND LIBRARY SERVICE	
A. Objective	
The library should be viewed as an information laboratory having the function of aiding in the communication and advancement of knowledge by providing for the acquisition and utilization of information resources.	Access to information dissemination resources should be facilitated by application of contemporary technology as well as library policies, procedures, and hours.
B. Service	
The library should be organized and staffed to provide effective access, selection, user education, and retrieval services.	Communication between the library staff and the physical education students and faculty should be maintained on a regular basis. The library staff should have the ability and opportunity to educate faculty and students to handle information effectively.

STANDARDS	INTERPRETATIONS
C. Organization and Relationships	
The unit's administration and faculty and the library's staff should have in operation an effective communication, planning, and acquisition mechanism to guide and build the resources collection.	The faculty is responsible for generating planned student usage of resources. The library staff must be able to help effectuate these plans through student guidance on selection, access, and through faculty liaison on reserve holdings. The library, as an information laboratory, should provide sufficient space to accommodate: (1) all information resources, (2) retrieval equipment, (3) work space for students and faculty, (4) space for readers and other users, (5) offices and work areas for the library staff, and (6) space for specific functions such as exhibits and discussions.
D. Resources	
The library staff should broadly perceive its total resources to include texts, readings, periodicals, serials, research reports, monographs, theses, pamphlets, micro-texts, visuals, audio and video tapes, and films.	Basic resources consist of recognized materials in areas of specialization and related fields. Extended collections of resources are necessary for graduate programs. They are typified by significantly greater depth in research, historical, and methodological materials as well as greater depth and breadth in periodicals and serials. Standard bibliographies as well as acquisition lists issued by established libraries can be used to guide library development.
E. Budget	
The library budget for acquisition of physical education holdings should be consistent and equitable in light of the unit's enrolment and objectives and the need for high quality service as described above.	Initiation and maintenance of graduate programs require a significant increment in both initial and continuing budgetary support. Budgetary planning should anticipate imminent progress in information technology.
F. Evaluation	
The library staff should generate data sufficient to permit evaluation of progress toward objectives.	Information should be designed to monitor critical aspects of library operations such as: (1) collection building and development, (2) student usage, (3) library services, and (4) user education efforts.
VIII. FACILITIES	
The capital budget shall be sufficient to support acceptable objectives. The physical facilities, including buildings, equipment,	Distribution of physical facilities and resources available to areas of specialization should be such that students and facul-

STANDARDS	INTERPRETATIONS
and library, should be suitable to serve the stated objectives of the unit.	ty have reasonable access to them.
A. Offices	
Offices should provide sufficient privacy and space to allow the faculty members to conduct their responsibilities.	
B. Classrooms	
General and specific purpose classrooms should be appropriate in size and design to the class offered.	
C. Laboratory Space and Equipment	
Laboratories and equipment should be appropriate in size and quantity for the courses offered and for specialized activities associated with faculty and student research.	The mission and objectives of the program shall design and dictate the types of laboratories and the specialized equipment required.
D. Computer Facilities	
Computer facilities should be available for specialized activities in coursework or research.	
IX. FINANCIAL RESOURCES	
The operational budget shall be sufficient to support the instructional program and research.	The operational budget shall include the purchase and maintenance of supplies and equipment, time and financial support for professional meetings, faculty development, computer services, etc. Financial resources should be available for instructional and research activities needed for quality graduate programs and research. Support might include visits to funding agencies to discuss research ideas, use of consultants to help in developing research proposals, etc.
The personnel budget shall be sufficient to support the instructional program and research.	The personnel budget shall include salaries for full-time graduate faculty comparable to salaries of faculty of like ranks and responsibilities elsewhere within the institution. The budget should provide for sabbatical leaves and leaves of absence for purposes of self-improvement. The full-time technical, secretarial, clerical and support personnel salaries shall be comparable to salaries of other units of the institution.

STANDARDS	INTERPRETATIONS
X. EDUCATIONAL INNOVATION AND TECHNOLOGY	
A unit shall examine contemporary learning approaches and technologies and adapt them, as may be appropriate, to serve the unit's objectives. A unit is enccuraged to develop and test new learning approaches and technologies and disseminate the results.	New areas of specialization still under development may be excluded from evaluation by the preceding standards. However, annual progress reports must include information regarding the status of the program. Once established, the areas of specialization must meet the existing standards.
XI. MAINTENANCE OF ACCREDITATION	
A. Adherence to Standards	
A member unit being accredited is expected to adhere to existing standards.	A unit that is accredited on the basis of a given program or set of programs and subsequently adds or drops programs at the doctoral level will have its continued accreditation evaluated on the basis of its current program.
B. Periodic Surveys	
Periodic surveys shall be undertaken to evaluate compliance with standards.	
C. Reporting of Changes	
Marked or significant changes in objectives, including proposed experimental changes which may bear on adherence tc standards, shall be reported at the time they are inplemented within the unit.	All new Doctoral programs, whether additions to or major revisions of existing programs, are tc be reported prior to implementation. Proposals for experimental programs involving departures from standards should include a full description (the design, the plan for evaluation, and the dissemination of results).

PART C. MATRICES FOR ADVANCED PROGRAMS

Use the following matrices to describe the requirements of the program(s) that comply with AAHPERD's guidelines. The evidence should substantiate and describe the degree to which your program(s) meets each guideline. If the space provided is not sufficient, attach supplementary pages.

Submit a separate folio for the master's and doctoral programs in physical education. Please include a graduate catalog. Each folio should include a cover page, overview and scope, objectives, course descriptions, and the appropriate matrix found on the following pages.

ADVANCED PROGRAMS IN PHYSICAL EDUCATION

Instructions for Preparing the Folio for Advanced Programs

The NCATE folio for advanced physical education programs must include the items listed on the cover sheet that follows this page. Use the following matrices to describe the components of the program(s) that comply with AAHPERD's guidelines. The evidence should substantiate and describe the degree to which your program(s) meets each guideline. If the space provided is not sufficient, attach supplementary pages.

Submit a separate matrix for the master's and doctoral programs in physical education. The folio materials can be compiled together for both the master's and doctoral programs. Please include a graduate catalog with each copy of the folio submitted.

The full set of guidelines for basic and advanced physical education programs and directions for preparing the folio can be obtained for $10.00 from AAHPERD Publications, 1900 Association Drive, Reston, VA 22091.

If you have questions about the guidelines or preparation of the folio, contact the NCATE office for the name and phone number of the folio coordinator for these programs.

Five (5) copies of the curriculum folio must be sent to NCATE with the institution's preconditions package according to the following schedule:

- Fall 1990 visits by May 15, 1989
- Spring 1991 visits by October 1, 1989
- Fall 1991 visits by April 1, 1990
- Spring 1992 visits by October 1, 1990

Advanced Physical Education
AAHPERD Guidelines

COVER SHEET: **Advanced Programs**
American Alliance for Health, Physical Education, Recreation and Dance

SUBMITTED BY: _____
(Name of University)

_____
(Address)

_____

DATE: _____

CHIEF COMPILER : _____

PHONE NUMBER: _____

Check programs and levels offered:

_____ Master's in Physical Education
_____ Doctorate in Physical Education

Checklist of materials to be enclosed with this folio:

_____ Overview and scope, including the following:

_____ (1) Objectives of the program.
_____ (2) Students' courses of studies, including exact courses and sequence taken by semester. Indicate all required courses in the specialty area.
_____ (3) Descriptions of field experiences, student teaching, and internships. Include the amount of time and the type of supervision.
_____ (4) Explanation of how the program may deviate from the guidelines.
_____ (5) Description of where the program is located within the professional education unit and its interrelationships with other programs in the unit and the university/college.
_____ (6) List of faculty with primary assignments in the advanced physical education program. Provide responsibilities and tenure status. (Do not send vitae.)
_____ (7) Number of graduates from the program(s) at different levels over the past three years.

_____ Matrix/Matrices for Master's and/or Doctorate Programs

_____ Graduate catalog (5 copies). If the curriculum has changed since the catalog was printed, submit approved alterations.

_____ Syllabi for courses that meet the research guidelines.

_____ Optional Items (Please list)

_____

_____

_____

Guidelines and Matrix
MASTER'S DEGREE PROGRAMS IN PHYSICAL EDUCATION

Guideline	Courses and/or experiences that fulfill the guideline
1 Undergraduate background requirements for entry are established for the master's degree program: 1.1 Policies and procedures for determining deficiencies for admission are established and listed. A student entering the master's degree program without the baccalaureate degree in physical education removes deficiencies by completing sequential undergraduate courses or by demonstrating necessary competencies.	
2 The curriculum for the master's degree program in physical education ensures that a minimum of 50% of the *total degree program* shall be in physical education.	
3 The curriculum for master's degree programs in physical education shows competency in *methods of inquiry*: 3.1 A minimum of 15% of a student's program focuses on methods of inquiry. Content addresses in-depth study in research methods, research design, and analyses of quantitative or qualitative data.	
4 The curriculum for master's degree programs in physical education shows evidence of one or more *areas of interest*: 4.1 An area of interest is comprised of a minimum of 25% of a student's program. Areas of interest are identified and accompanied by a listing of courses that describe the content.	

Guideline	Courses and/or experiences that fulfill the guideline
4.2 One identified area of interest which a student may select is in teacher education. The list of accompanying courses includes content in such areas as curriculum, teaching effectiveness, administration/supervision, motor learning, etc. as applied to physical education.	
5 The curriculum for master's degree programs in physical education shows evidence of *breadth* in the theoretical base of the discipline building on initial experiences acquired at the undergraduate level: 5.1 Breadth in the curriculum enables the student to select courses in physical education outside the area of interest. The theoretical base of the discipline includes such areas as, but not limited to, biomechanical, philosophical, physiological, and psychological perspectives.	
6 The curriculum for master's degree programs in physical education requires some form of scholarly endeavor resulting in a *culminating experience*: 6.1 Culminating experiences shall include endeavors such as a master's thesis, research or creative project, comprehensive examination, etc.	
7 The scope and quality of content of each graduate course shall be appropriate for the master's degree level: 7.1 Workshops and courses that have as their primary emphasis the acquisition of motor skills are not appropriate.	
7.2 Courses shall rarely be offered concurrently for undergraduate and graduate credit. For a course to be offered for dual credit, the majority of the enrollment shall be graduate students, and the content of the course shall be presented at the graduate level. Rationale shall be provided for any course offered for dual undergraduate and graduate credit.	

Guideline	Courses and/or experiences that fulfill the guideline
8 A maximum of 20% of the credit hours required for the master's degree may be transferred from another institution.	
9 Credit earned more than six years prior to graduation shall not be counted toward the master's degree unless a revalidation of course competencies is demonstrated.	

Guidelines and Matrix
DOCTORAL PROGRAMS IN PHYSICAL EDUCATION

Guideline	Courses and/or experiences that fulfill the guideline
1 Background requirements for entry are established for the doctoral program: 1.1 Policies and procedures for determining deficiencies for admission are established and listed. A student entering the doctoral degree program in physical education removes deficiencies by completing sequential courses or by demonstrating necessary competencies.	
2 The curriculum for doctoral degree programs in physical education includes high attainment of scholarship in an *area of specialization* commensurate with the ability to conduct individual research, study, teach, and administer programs in the area: 2.1 A minimum of 50% of a student's program focuses in the area of specialization (not to include general courses in research).	
2.2 A minimum of half of the area of specialization consists of content courses and seminars taken *within* the physical education program.	
2.3 A minimum of one-fourth of the area of specialization consists of content courses and seminars taken *outside* the physical education program. These courses directly support the area of specialization.	
3 The curriculum for doctoral degree programs in physical education includes competency in designing, conducting, and evaluating *scientific and scholarly research* culminating in the doctoral dissertation: 3.1 Research design includes a sequence of courses providing in-depth study in research methods and quantitative and/or qualitative analyses.	

Guideline	Courses and/or experiences that fulfill the guideline
3.2 Competency in conducting research is demonstrated by a sequence of courses and experiences providing supervised in-depth research (e.g., directed research, independent study, the master's thesis, formulating and directing research studies).	
3.3 Competency in research evaluation is demonstrated by a sequence of courses and experiences that provide in-depth knowledge, interpretation, and critical analysis of research literature (e.g., doctoral seminars, thesis, research projects).	
3.4 A doctoral disseration in the area of specialization is required as a culminating experience demonstrating research competency.	
4 The scope and quality of content of each graduate course is appropriate for the doctoral degree level: 4.1 Workshops and courses that have as their primary emphasis the acquisition of motor skills are not appropriate.	
4.2 Courses are rarely offered concurrently for undergraduate and graduate credit. For a course to be offered for dual credit, the majority of the enrollment is graduate students, and the content of the course is presented at the graduate level.	
4.3 Advanced graduate seminars designed for doctoral students are provided for in-depth study in areas of specialization.	

Guideline	Courses and/or experiences that fulfill the guideline
5 Prior graduate work (master's degree coursework and transfer credit) may be considered to fulfill requirements for the doctoral degree. However, the majority of the doctoral program of study is completed at the institution granting the degree.	
6 Credit earned in the doctoral program more than six years prior to the completion of the doctoral degree is not counted toward the degree unless a revalidation of course competencies is demonstrated.	
7 The physical education program establishes and maintains a residency requirement for the doctoral degree.	

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